

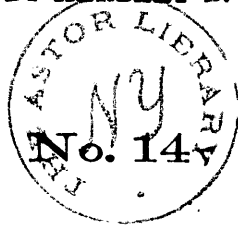
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BUREAU OF EDUCATION  
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CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY

EDITED BY HERBERT B. ADAMS



THE HISTORY OF EDUCATION

IN

CONNECTICUT

BY

*2. 20. 1893*  
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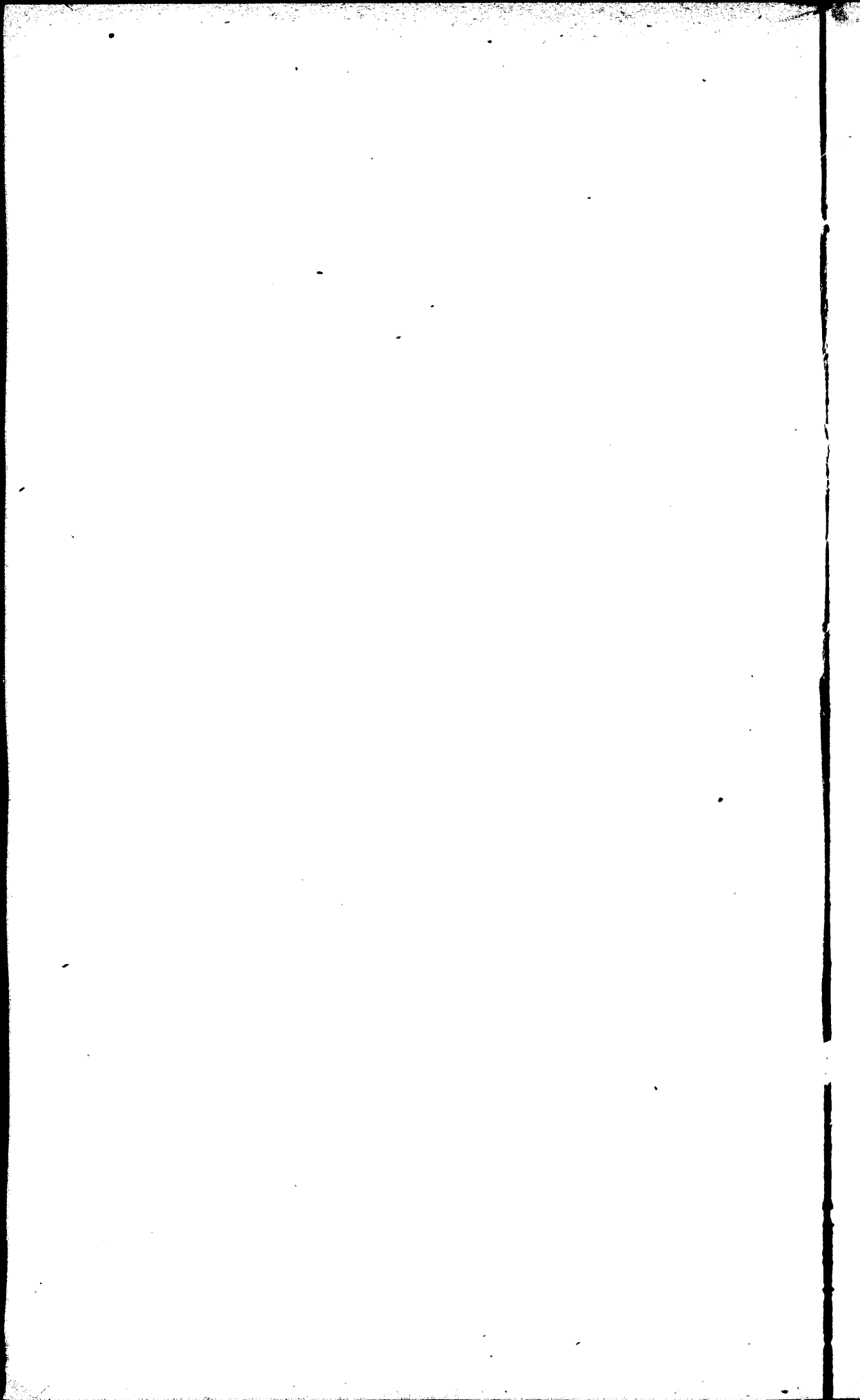
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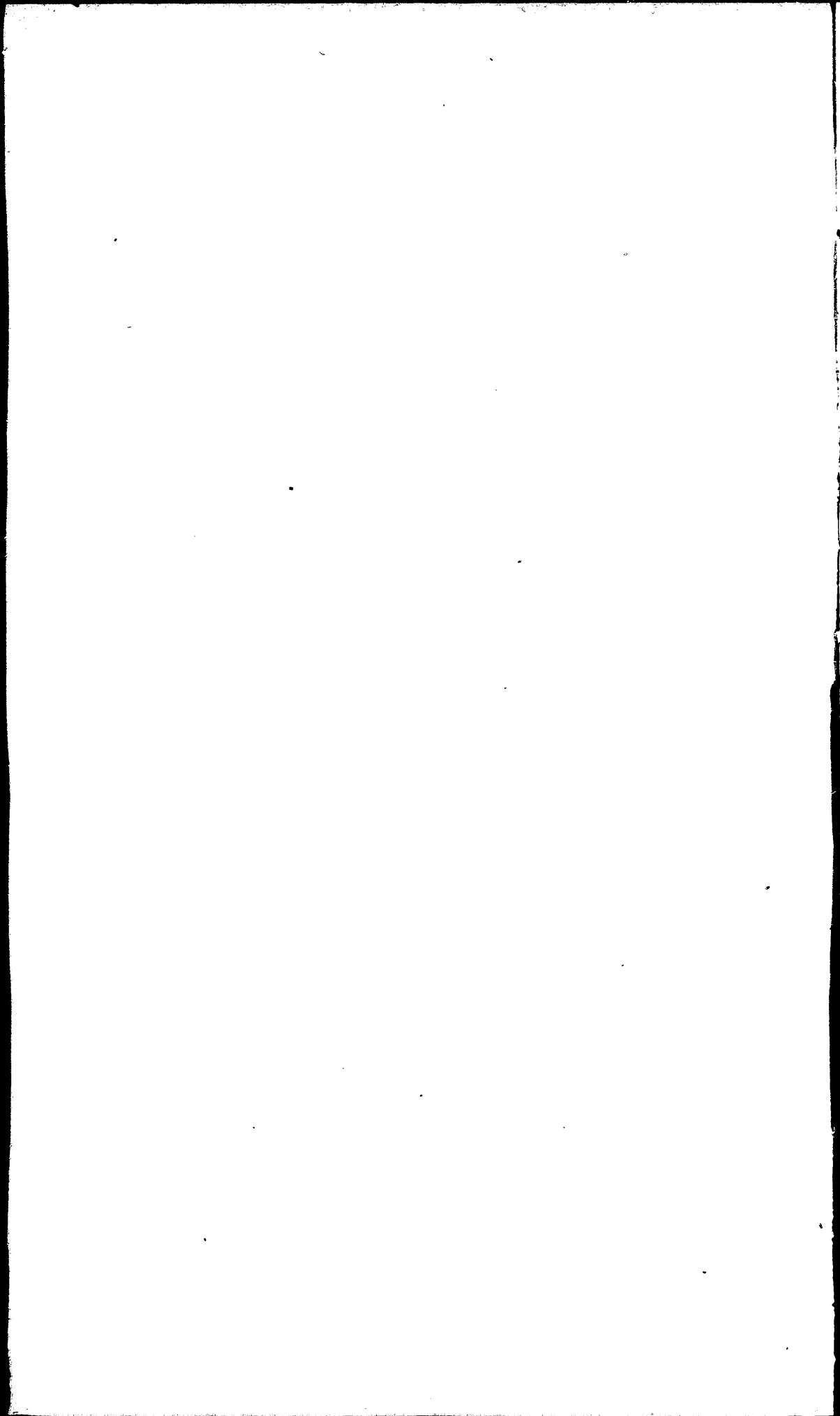




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## LETTER OF TRANSMITTAL.

DEPARTMENT OF INTERIOR,  
BUREAU OF EDUCATION,  
WASHINGTON, D. C., *January 3, 1893.*

SIR: I have the honor herewith to submit the "History of Education in Connecticut," by Dr. Bernard C. Steiner, A. M., the same being the 15th number of the series of contributions to American educational history, consisting of monographs devoted to the separate States, under the editorship of Prof. Herbert B. Adams. The present circular is of unusual interest as relating to a State whose colonial history goes back to 1635, and contains much relating to the beginning of education, elementary and higher.

The first chapter is occupied with an account of the early efforts for education, before the union of the two colonies of New Haven and Connecticut. The principle then enunciated by New Haven under the influence of John Davenport and Theophilus Eaton has ever guided Connecticut's educational policy. It is to train "up youth that, through God's blessing, they may be fitted for public service either in church or common weal."

After the charter of 1662 the policy of the colony, and later of the State, towards education in general is briefly traced. The different systems of school management are described, and the relation of primary and secondary education is shown in the three stages the latter went through: those of the old free school, of the academy, and of the modern high school.

Next some of the more prominent institutions of the secondary education are studied in some detail, to show their history and influence. Among these the old foundations of Governor Hopkins in New Haven and Hartford, and the Norwich Free Academy are perhaps the most important.

By far the largest part of the report is taken up by a history of Yale University. Its growth is of great interest, as it has passed through all stages, from the "Collegiate School, founded by the ten Congregational clergymen of Connecticut," to the great University, which draws students more from the country at large than does any other similar institution of learning.

Its great success is largely due to the corporation, which has shown much wisdom in the government of its affairs and which has had almost unprecedented success in the choice of presidents for the University. Under such men as Clap, Stiles, the Dwights, Day, Woolsey, and Porter, the institution could not but succeed. After the account of Yale come histories of Trinity and Wesleyan, which are good and thorough colleges, both chartered in the early part of the century and both under the care of great religious denominations.

The last chapter is occupied with accounts of professional schools unconnected with colleges. One of these, the Litchfield Law School, was the first of its sort in the nation and had a reputation widely spread throughout the country. The others

are theological schools: the Hartford Theological Seminary, in the city from which it takes its name, is under Congregational influences; the other, the Berkeley Divinity School at Middletown, is an Episcopalian institution under the supervision of the venerable Bishop Williams.

This valuable series of monographs was undertaken and completed under the direction of the Hon. N. H. R. Dawson, my predecessor as Commissioner of Education, and fully justifies the expectations which he entertained of its usefulness.

Very respectfully your obedient servant,

W. T. HARRIS,  
*Commissioner.*

Hon. JOHN W. NOBLE,  
*Secretary of the Interior, Washington, D. C.*

# THE HISTORY OF EDUCATION IN CONNECTICUT.

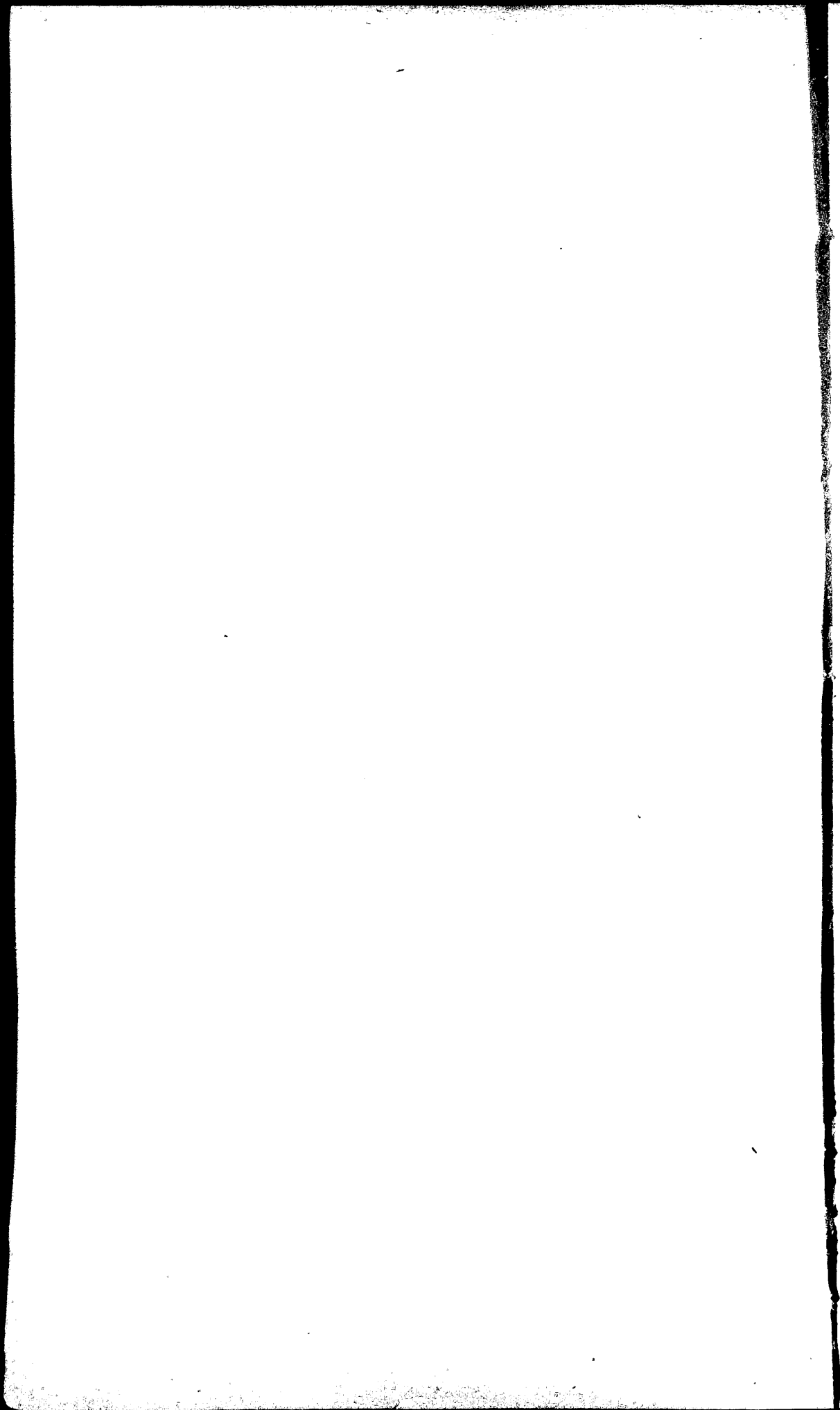
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## INTRODUCTION

The reputation of Connecticut in education is an enviable one. Founding one of the first public school systems in the world's history, before the stumps of trees had been cleared from the "home-lots" and the houses built to shelter the settlers, she has continued to be zealous in giving all of her children a common school education, till a man of Connecticut birth who can not read and write has long been hard to find.

Not content with this, in all considerable towns Connecticut has founded high schools and academies which are equal to any in the land and thoroughly prepare the students for life, or for further study in the colleges. A college was founded at the earliest possible moment and has grown to be one of the great centers of learning in the country. To this, in later years, she has added two more, and having been cautious in granting college charters, she enjoys the rare honor of being a State with no dead colleges, nor any living ones which are not of high rank.

Her children, imbibing at home these principles of universal education, have carried the same wherever they have gone over the Union and one of the most enlightened parts of the nearer West bears the name of "New Connecticut," thus commemorating the birthplace of its settlers.



## CHAPTER I.

### HISTORY OF EDUCATION TILL THE UNION OF NEW HAVEN AND CONNECTICUT.

#### BEGINNING OF SCHOOLS.

The early history of the State is marked by a series of confederations, which, arising from one cause and another, compacted the separate individual settlements into one homogeneous body politic.

The three river towns formed Connecticut, to which Saybrook later joined itself. New Haven, Guilford, Milford, Stamford, and Southold formed the "New Haven jurisdiction," and finally were themselves added to Connecticut in the beginning of 1665.

The early settlers of these towns were of the best Puritan blood in England, coming here with a fixed purpose to erect commonwealths where God might be worshiped as they thought right. Many of them had been educated at the great English universities, and all of them were of more than average intelligence. Reverencing the Bible as the inspired word of God, and their guide even in the pettiest details of life, they could not but strive that their children might be able to read the precious book, and this was an additional reason for them to establish schools.

This they were not remiss in doing. New Haven took steps very early, since it was guided by the matchless intellects of John Davenport and Theophilus Eaton. These two extraordinary men, whose influence has been so deep and lasting, by making every freeman a voter and eligible to office, were in a manner forced to make education universal. To have a college in New Haven is said to have been part of Davenport's original plan for the colony, and toward that goal he pressed all his life, though the success of his enterprise did not come till years after his death.

More truly than any other one man may he be said to be the father of the idea which resulted in Yale University. But none realized better than this far-seeing, energetic man that a college could not come first; but a beginning must be made lower down with a grammar school. Therefore, <sup>1</sup> almost before the colonists were under shelter, only a little

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<sup>1</sup>A school was probably established before they had been here for a year, since in 1639 the records read: "Thomas Fugill is required by the Court to keep Charles Higinson, an indentured apprentice, at school one year, or else advantage him as much in his education as one year's schooling comes to."—N. H. Rec., I, —; Connecticut Civil Polity and Schools.—American Journal of Education, xxviii, 163.

over three years from the time they first cast anchor in the harbor of Quinipiack, the general court, on Christmas day, 1641, voted "thatt a free schoole be set up in this towne and our pastor Mr. Davenport, together with the magistrates, shall consider whatt yearly allowance is meet to be given to itt out of the comon stock of the towne, and allso whatt rules and orders are meet to be observed in and about the same."<sup>1</sup>

We note here, in this early record of a Connecticut school, the supervision by the clergyman which has continued until the present; causing even now, the clergymen in a village to be chosen school visitors.

Of this school Mr. Ezekiel Cheever<sup>2</sup> was the first teacher, getting at first, for two or three years, £20 annually, which in August, 1644, was increased to £30. The vote enlarging his salary, in its preamble, gives us an idea of what they intended the school to accomplish. It was to be "for the better trayning upp of youth in this towne, that, through God's blessing they may be fitted for publique service hereafter, either in church or commonweale."<sup>3</sup>

On March 11, 1652 :

The Governour acquainted the court that he heard the schoole master is somewhat discouraged, because he hath so many English scholars, which he must learn to spell, which was never the town's mind and it was now ordered that the schoole master shall send back such scholars, as he sees doth not answer the first agreement with him, and the parents of such children were desired not to send them.

This shows clearly that the New Haven free school was meant to be, like its English prototype, a Latin school.<sup>4</sup>

Other towns in the jurisdiction followed New Haven's example. Guilford had a school as early as 1646, with tuition at the rate of 4 shillings a quarter, and Rev. John Higginson as teacher,<sup>5</sup> and in 1657 we are told that "Milford hath made provision in a comfortable way."<sup>6</sup>

Connecticut was even earlier than her sister colony.<sup>7</sup> In 1642, the voters of Hartford appropriated "thirty pounds a year to the town school,"<sup>8</sup> and in April, 1643, Mr. Andrews was hired to teach for a year and was to be paid £16 therefor. At this school the charges for tuition were 20 shillings a year, and for short periods sixpence per week.<sup>9</sup> In February, 1648, "for better conveniency than hitherto hath been at-

<sup>1</sup>N. H. Rec., I, 62.

<sup>2</sup>On July 8, 1643, Mr. Cheever desired £4-3-6 out of the estate of Mr. Trobridge, "wch is justly due him for teaching of children." He wrote his famous Latin *Accidence* at New Haven. The last edition of this book was issued in 1833.—*American Journal of Education*, I, 297.

<sup>3</sup>N. H. Rec., I, 210.

<sup>4</sup>*American Journal of Education*, xxviii, 275.

<sup>5</sup>Guilford Rec., October 7, 1646.

<sup>6</sup>N. H. Rec., II, 220.

<sup>7</sup>The Rev. John Higginson, himself a pupil in the Leicester Grammar School, England, taught at Hartford in 1639. Trumbull's *Hartford Co. Book*, I, pp. 629-630.

<sup>8</sup>Hollister's *Conn.*, II, 564. In 1642, among the town's goods we find "2 large guns and carriages and other things belonging to the town, in the school-house."—*American Journal of Education*, xxviii, 185.

<sup>9</sup>Barbour *Hist. Coll.*, p. 45. Those not able to pay were to be supported at town charge.—*American Journal of Education*, xxviii, 185.



tained for the keeping of a school," "which is looked upon as conducing much to the good of the present age and that of the future," a school-house is to be built at Hartford, and is not to "be devoted to any other use or employment."<sup>1</sup>

Windsor, another of the river towns, had a school as early as 1656, and it may be safely assumed that none of the original settlements failed to establish a school within twenty years of its founding. Still the death of Hooker and Haynes, and the removal of Goodwin, Russell, and Ludlow, prevented Connecticut from having as good an educational system as New Haven.

#### EARLY LAWS.

The Connecticut code of 1650 has rigid rules in reference to education, which are of great interest. The law recites that—

Forasmuch as the good Education of Children is of singular behoofe and benefit to any Commonwealth, and, whereas many parents and masters are too indulgent and negligent of their duty in that kinde;—It is therefore ordered by this Courte and Authority thereof, that the Select men of every Towne, in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbours, to see first, that none of them shall suffer so much Barbarism in any of their families, as not to indeavor to teach by themselves or others, their Children and Apprentices, so much Learning as may inable them perfectly to read the English tounge, and knowledge of the Capitall Lawes, uppon penalty of twenty shillings for each neglect therein; Allso that all Masters of families doe, once a weeke at least, catechise their children and servants in the grounds and principles of religion.<sup>2</sup>

Compulsory education has been hailed as a new thing; but these early fathers, in their devotion to education, framed as strict a law as any to-day. To them, religious education was as important as secular. Indeed they established schools to prevent that "one chiefe project of that old deluder, Sathan, to keepe men from the knowledge of the Scriptures, \* \* \* and that Learning may not bee buried in the Grave of our Forefathers in Church and Commonwealth, the Lord assisting our indeavors," they command that every township of fifty householders shall have a teacher of reading and writing, to be paid by the parents of the scholars. Furthermore, when there shall be one hundred householders, "they shall sett up a Grammer School, the masters thereof being able to instruct youths, so farr as they may bee fitted for the University." To enforce this, the town not obeying the act is to pay 5 pounds annually "to the next such Schoole."<sup>3</sup>

The New Haven code, printed in 1656, contained provisions not less stringent. It ordered—

That all parents and Masters doe duly endeavor, either by their own ability and labour, or by improving such Schoolmaster, or other helps and means, as the Plantation doth afford, or the family may conveniently provide, that all their Children and Apprentices, as they grow capable, may through God's blessing, attain

<sup>1</sup> American Journal of Education, xxviii, 185.

<sup>2</sup> Conn. Rec., II, 520. Copied from the Mass. Code of 1645.

<sup>3</sup> Conn. Rec., I, 555.

at least so much, as to be able duly to read the Scriptures, and other good and profitable printed Books in the English tongue, being their native language, and in some competent measure, to understand the main grounds and principles of Christian Religion necessary to salvation. And to give a due Answer to such plain and ordinary Questions, as may by the Deputies, Officers, or others be propounded concerning the same.<sup>1</sup>

In the next year, "it was propounded that the Court would think of some way to further the setting up of schools," and the court ordered "that in every plantation, where a schoole is not allready set up and maintayned, forthwith indeavors shall be used that a schoolemaster be procurled that may attend that worke." The salary of such teacher was to be paid, one-third by the town and two-thirds from tuition fees.<sup>2</sup>

In 1660 a requirement was added "that the sonnes of all the inhabitants within this jurisdiction shall be learned to write a ledgible hand, so soone as they are capable of it."<sup>3</sup>

At the same time, the energy and devotion of these people toward education is shown by another law. This provides "for encouragement of such as shall dilligently & constantly (to the satisfaction of the civell authority in each plantation) apply themselves to due use of means for the attainmt of learning, wch may fitt them for publick service, that they shall be freed from payment of rates with respect to their persons." But if they stop studying, they are to pay taxes again.<sup>3</sup>

#### COLLEGE CORN.

Not only did the people of Connecticut and New Haven provide for the education of their own children at home, but they generously aided in the support of the struggling college which Massachusetts had just set up at Cambridge, giving up all hopes of founding one themselves in order to aid this one.

In 1644, Winthrop tells us—

Mr. Shepherd, the pastor of the church in Cambridge, being at Connecticut when the commissioners met there for the United (New England) Colonies, moved them for some contribution of help towards the maintenance of poor scholars in the college, whereupon the commissioners ordered that it should be commanded to the deputies of the several general Courts and the elders within the several colonies to raise (by way of voluntary contribution) one peck of corn, or twelve pence money, or other commodity of every family, which those of Connecticut presently performed.<sup>4</sup>

Indeed, less than a month from the recommendation, Connecticut ordered two men to be appointed in every town to receive the contributions, which are to be brought in during March each year.<sup>5</sup> In April, 1646, the towns are recommended "seasonably to attend to the collection for the Colledg."<sup>6</sup> More than this, in 1653 the colony voted £20 for a fellowship in Harvard College,<sup>7</sup> and incorporated its first enactment about the contribution in its permanent code.<sup>8</sup> New Haven,

<sup>1</sup> N. H. Rec., II, 583.

<sup>2</sup> N. H. Rec., II, 219.

<sup>3</sup> N. H. Rec., II, 376.

<sup>4</sup> Winthrop, History of N. E., II (214), 263.

<sup>5</sup> Conn. Rec., I, 112.

<sup>6</sup> Conn. Rec., I, 139.

<sup>7</sup> Conn. Rec., I, 250.

<sup>8</sup> Conn. Rec., I, 555.

spurred on by Davenport, was even more zealous than her elder sister. In November, 1644, the proposition "for the reliefe of poore schollars att the colledge at Cambridg was fully approved off," and two men were appointed to receive of everyone "whose hart is willing to contribute thereunto."<sup>1</sup> The purpose was stated to be "that children (to what collony soever they belong) being fit for learning, but their parents not able to beare the whole chardge, might the better be trayned upp for publique service."<sup>2</sup> This first collection amounted to 40 bushels of wheat.<sup>3</sup> In later years the interest fell off, and in 1647 the governor urged payment, "considering the worke is a service to Christ, to bring up yonge plants for his service, and besides, it wilbe a reproach that it shalbe said Newhaven is falne off from this service."<sup>4</sup> A single admonition seems to have been insufficient, and three others were given.<sup>5</sup>

In the plantation at Guilford, on December 17, 1645, men were appointed to receive the college corn. This appointment was repeated for several years, and doubtless was made in other towns.

#### ATTEMPTS FOR A COLLEGE IN NEW HAVEN.

Hutchinson's History says of the settlers of New Haven:<sup>6</sup>

They made many attempts all along, from the first to the last of their being a distinct colony, even such as were above their strength to promote learning by public schools. Yea it was in their hearts to set up a college and there were sundry provisions made and some land laid up in order thereto, in which desires, though they in issue failed, yet there is an honorable testimony of their good will to learning and liberal education of youth and may have its acceptance, in proportion with David desiring to build a temple, though it was effected by his son.

Truly, a college was the desire of Davenport's heart. In 1647, the committee on the distribution of home lots were desired to "consider and reserve what lot they shall see neat and most commodious for a college, which they desire may be set up as soon as their ability will reach unto."<sup>7</sup> In 1652, some attempt must have been made in this direction, for on the records of Guilford we find the entry that—

the matter about a Colledge at New Haven was thought to be too great a charge for us of this jurisdiction to undergooe alone; especially considering the unsettled state of New Haven Towne, being publicly declared from the deliberate judgment of the most understanding men to be a place of no comfortable subsistence for ye present inhabitants there. But if Connecticut do joyne, the planters are generally willing to bear their just proportion for erecting and maintaining a Colledge there, however they desire thanks to Mr. Goodyear for his kind proffer to the setting forward of such work.

Mr. Goodyear was deputy governor of the Colony, and generously offered his own house, though he had been a great sufferer from the financial reverses in the Delaware land troubles and the loss of the

<sup>1</sup> N. H. Rec., 1, 149.

<sup>2</sup> N. H. Rec., 1, 210.

<sup>3</sup> N. H. Rec., 1, 225.

<sup>4</sup> N. H. Rec., 1, 311.

<sup>5</sup> N. H. Rec., 1, 318, 354, 357.

<sup>6</sup> Hutchinson, History of N. E., 1, 324.

<sup>7</sup> N. H. Rec., 1, 376.

Lamberton ship.<sup>1</sup> In 1654 (as Connecticut apparently would not "joyne," the project had slept till then), at a town meeting in New Haven, it was "propounded to know the town's mind" on the setting up of a college. "No man objected, but all seemed willing, provided that the paye which they can raise here will doe it."<sup>2</sup> A year later, the Colony took the matter up and the governor informed the general court that New Haven, "in a free way of contribution," had raised £300 and asked what the other towns would do. Milford promised £100; the other towns were not prepared and desired time to consult. Accordingly another meeting was appointed, of which there is no record.<sup>2</sup> A few days before, at New Haven town meeting, the subject had been again brought up, and since "in some respects this seemes to be a season of some disturbance being at present at the colledg in ye Bay concerning the dismissal of President Dunster; it is now intended to be propounded to the gen. court concerning a Colledge; therefore this towne may declare what they will do by way of incuragmt for ye same, and it would be well, if they herein give a good example to ye other townes in ye jurisdiction, being free in so good a worke."

Mr. Davenport and Mr. Hook (his assistant) were both present upon this occasion and "spake much to incurag the worke," and a committee was to "goe to the severall planters in this towne and take from them, what they will freely give to this worke."<sup>2</sup> But nothing seems to have come of this.

On the 4th of July, 1655, "The Governor informed the Town (New Haven) that this meeting had not been called, but for furtherance of the college work—a business of much concernment for the good of posterity." He announced the other towns had raised £240, which the committee thought would provide a house. "Now there wants an annuity of £60 for the President, &c." He suggested New Haven might furnish this by paying the £300 they had subscribed, in yearly installments of £60, "or if the Town will, they may order to pay £60 a year out of the Town Treasury." This last was agreed to.<sup>3</sup>

When it was determined to attempt a college "for the education of youth in good literature, to fitt them for publick services in church and commonwealth,"<sup>4</sup> the indefatigable Davenport wrote to Edward Hopkins for aid. Hopkins, a son-in-law of Eaton and one of the first settlers of New Haven, becoming dissatisfied for some reason, went to Hartford and was chosen governor of Connecticut, in alternate years from 1640 to 1654. Then returning to England for a visit, he was appointed warden of the fleet prison by Cromwell and so did not return. Later he became commissioner of the admiralty and member of Parlia-

<sup>1</sup>N. H. Col. Hist. Soc. Coll., II, 172.

<sup>2</sup>N. H. Rec., II, 141.

<sup>3</sup>N. H. Col. Hist. Soc. Coll., III, 2.

<sup>4</sup>Hist. discourse on two hundredth anniversary of school, by L. W. Bacon, p. 46.

ment and died in 1657. On the receipt of Davenport's letter, he wrote an answer, April 30, 1656, in which he said:

That which the Lord hath given mee in those parts, I ever designed the greatest part of it for the furtherance of the worke of Christ in those ends of the earth; and, if I understand that a colledge is begun and like to be carried on at Newhaven for the good of posterity, I shall give some encouragmt thereunto.

Davenport wrote again, but before he could get an answer Hopkins died. In his will he left all his American estate, after paying some legacies, to Governor Eaton, Rev. Mr. Davenport, and two others of Hartford as trustees.<sup>1</sup> Eaton having died the other trustees met and appraised the estate and decided that as the trustees were chosen, two from New Haven and two from Hartford, it would be most proper to divide the money, which amounted to £1,324, between the two places. This they did, giving also £100 to Harvard and a part of the estate to Hadley, "that new plantation unto which sundry of Hartford were to remove and were now gone."<sup>2</sup>

The share allotted to Hartford was £400 and that to New Haven £412.<sup>3</sup> In 1660, Davenport handed over the trust to the general court of New Haven, making a long and clear statement of the history of the fund and the conditions that were attached to it. This part of the estate was "for promoveing the colledg-worke in a graduall way, for the education of youth in good literature."

The conditions he required were—

That the rent of the Oystershell-field, formerly seperated & reserved for ye use & benifit of a colledge, be paid from this time forward towards the makeing of some stocke for disbursment of necessary charges towards ye colledg; that, if no place can be found more convenient, Mr. Eldredd's lot be given for the use of the colledg and of ye colony grammer schoole, if it be in this towne; that parents will keepe such of their sonns constantly to learning in the schooles, whom they intend to traine up for publick serviceableness, & that all their sonnes may learn at the least to write and cast up accounts competently & may make some entrance into ye Lattine tongue.

Also that, if the colony settle £40 per annum on the school and give £100 for a school house and library, the town, being free from expense for a school, "would give something to the college." So much for the town; from the colony he required that the £40 per annum, formerly granted for a grammar school, be paid, and the school "settled in one of the plantations, and that a schoolmaster may forthwith be provided to teach the three languages, Lattine, Greeke, & Hebrew, soe far as shall be necessary to prepare them for the colledge." Also that, if the school be put at New Haven, the governor, magistrates, elders, and deputies should visit it yearly "to examine ye schollers pfficiency in learning;" that the court should examine the accounts yearly; that a committee of church members be chosen "to consult and advise in emergent,

<sup>1</sup>On New Haven town records July 1, 1658, we find noted a legacy of "books intended for the use of a college," in Governor Eaton's will. Two hundredth anniversary, Hopkins Grammar School, L. W. Bacon, p. 46.

<sup>2</sup>N. H. Rec., II, 370.

<sup>3</sup>Hollister, History of Conn., II, 569.

difficult cases that may concerne ye schoole or colledge, and that Davenport (to the end that he may ye better performe his trust) in reference to the colledge be always consulted in difficult cases, and have the power of a negative vote."<sup>1</sup> This the "generall court tooke thankfully" and accepted the trust;<sup>2</sup> but the movement for a college seems to have come to naught in the troublous times which preceded the union with Connecticut.

#### THE COLONY GRAMMAR SCHOOL AT NEW HAVEN.

The first move toward establishing any thing higher than the free school in New Haven was in 1659, when £40 a year was voted for a colony grammar school, "for the use of the inhabitants of this jurisdiction, and £8 more for procuring books, approved by Rev. Messrs. Davenport and Pierson, from Mr. Blinman." The governor, deputy governor, magistrates, and ministers were given full power in the matter."<sup>3</sup>

At the same meeting, Deputy Governor Leete and the Guilford deputies offered the nouse formerly belonging to Mr. Whitefield, their minister,<sup>4</sup> for the school, and asked if the school was put elsewhere that the other town should furnish an equivalent. For a year, however, nothing seems to have been done, till Davenport, at a court of magistrates,<sup>5</sup> delivered the papers, which were later read in general court and which we have already discussed. After the general court heard these,<sup>6</sup> "being deeply sensible of the small progresse or pfficiency in learning that hath yet been accomplished and of the great difficulty and charge to make pay, &c., for the maintaining children at ye schooles or colledg in the Bay" it granted, besides the £40 per annum, £100 additional. New Haven was to have the first choice as to whether it wishes the school, then Milford, and then Guilford, and so in order, "yet it is most desired of all that New Haven would accept the business; but the colledg is affixed to New Haven (if the Lord shall succeed that undertaking.)" At the very beginning of the school came the difficulties with Connecticut, and in June, 1662, "at a Meeting of ye Comittee for ye Colony Schoole," the question was discussed of discontinuing it; but they finding<sup>7</sup> "not sufficient grounds of discouragement at present, see as to lay it downe, did leave it to go on for further tryall."

On August 11, 1662, Mr. Davenport further propounded to<sup>8</sup> "ye Towne something about ye Colony Schoole and informed them that the Committee for ye schoole made it a great objection against the keeping of it up, that this town did now send scholars only five or six; therefore, if ye would not have ye benefit taken away, you should send your children to it constantly and not take them off soe often; and, further,

<sup>1</sup>N. H. Rec., II, 373.

<sup>2</sup>N. J. Rec., II, 375.

<sup>3</sup>N. H. Rec., II, 301.

<sup>4</sup>This nouse still stands. It was built in 1639 and is the oldest dwelling in Connecticut.

<sup>5</sup>N. H. Rec., II, 356.

<sup>6</sup>N. H. Rec., II, 374.

<sup>7</sup>N. H. Rec., II, 458.

<sup>8</sup>American Journal of Education, XXVII, 275-304.

said that he was in the schoole and it grieved him to see how few schollars were there."

In November, the question of continuing the school came up again, and it was decided "that, considering ye distraction of ye time, that ye end is not attained for which it was settled, noe way proportionable to ye charges expended" and so the school was closed, though New Haven professed readiness "to provide schoole house & house for schoole master, if need require." Jeremiah Peck was then the teacher; his salary is not stated.

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NOTE.—In connection with the beginnings of education in New Haven Colony it is interesting to notice that the first book written and published by a native of Connecticut was "The Accidence in Questions and Answers," London, 1683, by Rev. Samuel Hoadley; born at Guilford, September 30, 1643. This school book went through a number of editious.

## CHAPTER II.

### EDUCATION IN THE COLONY OF CONNECTICUT TO 1776.

#### DIFFICULTIES IN OBTAINING THE HOPKINS BEQUEST.

In the end of 1664 and beginning of the next year, New Haven Colony gave up that fight for separate existence which had been hopeless from the moment Winthrop obtained a charter for Connecticut, comprising within its limits the territory of New Haven. The bitterness of defeat was unendurable to some of the colonists, and they went to settle in new places, but the rest, led by the sagacious William Leete, stayed and accepted the inevitable. Only a few months before the loss of separate existence, the higher education came again to New Haven. Though Davenport had, in 1660, handed over his trust to the town, yet the money and estates of Hopkins's bequest were not so easily to come into its possession. A part of the inhabitants of Hartford, becoming dissatisfied, settled Hadley, and one of their leaders was William Goodwin, one of the Hopkins trustees. Seemingly actuated by a fear that the trustees would divide the money between New Haven and Hadley and leave Hartford out, the Colony of Connecticut placed a restriction on the payment of the legacy for over five years,<sup>1</sup> ordering that the estate "be securd within this Collony, until the sd estate be inventoried and administration granted by this court,"<sup>2</sup> and that rent in some cases should be paid to the treasurer, till called for by the general court.<sup>3</sup>

In 1661, a committee was appointed to treat with the trustees, which Goodwin as their representative wrote from Hadley declining to meet, as they saw no reason to do so, for they had offered £350 to Hartford, provided the court should improve it "according to ye mind of ye donor exprest in his will" and that the "Court do also engage to remove all obstructions out of our way in ye management of ye rest of ye estate according to our trust." If these conditions should be rejected, "then we heerby declare our grante to them heer inserted to be a nullyty & voyde."<sup>4</sup> So nothing was done then. On October 8, 1663, the general court appointed another committee "to consider what is meet to be attended in refrance to Mr. Hopkins estate, by him bequeathed for to be improved for the promoting of learning."<sup>5</sup> The result of this was another letter from Mr. Goodwin, on February 1, 1664, in which he renews the

<sup>1</sup> Conn. Rec., I, 322, 338, 341, 350, 374.

<sup>2</sup> Conn. Rec., I, 345.

<sup>3</sup> Conn. Rec., I, 370.

<sup>4</sup> Conn. Rec., I, 578.

<sup>5</sup> Conn. Rec., I, 412.



offer of £350, if the estate be given over to the trustees by the end of March; otherwise "this tendery also is to be judged a nullity and we shall forthwith endeavor the freeing of the estate elsewhere, as the great betrustment committed to us in duty bindeth us to doe thus."<sup>1</sup> This was probably a threat of an appeal to the English chancery courts and induced the court, on March 10, to "see cause to take of the sequestration formerly laid upon the estate of Edward Hopkins."<sup>2</sup>

In April, 1664, at a town meeting in New Haven, Mr. Davenport appeared, and after stating the grievous detention of the bequest by Connecticut, said "not till this spring it is free." He then made new arrangements for the school, and the town appropriated £30 yearly to it.<sup>3</sup> A little later, in June, the two surviving trustees made the disposition of it previously referred to,<sup>4</sup> reserving for themselves a negative voice through their lives. Thus, at the end of New Haven's independent existence began anew her grammar school.

#### THE HOPKINS GRAMMAR SCHOOLS AT NEW HAVEN AND HARTFORD.

In 1663, George Pardee became first principal of the school at New Haven.<sup>5</sup> He was not a person of great learning. "The Deputy Governor informed the Towne, concerning ye necessity of having a schoolemaster for the teaching of children, and sayd he had spoken with Mr. Davenport & they knew none so fit for it, as George Pardee." He, however, was modest, and felt that "he had lost much of what learning he formerly had attained; but, if he had a competent maintenance allowed him for his family, he wd. give himself & time wholly to ye worke, for ye regaining what he had lost; but if that could not be, he must take all opportunities, evenings and mornings, in other ways for the supplying of his family." However, he was selected for the office and "advised to be careful to instruct the youth in point of manners there being a gt. fault in that respect, as some expressed."<sup>6</sup> The school did not satisfy Davenport, and on February 7, 1667, he "came into town meeting & desired to speak something concerning the school, & first propounded to the town whether they would send their children to the school to be taught, for the fitting them for the service of God in church and commonwealth. If they would, then he said, that the graut of that part of Mr. Hopkins his estate formerly made to this town stands good; but, if not, it is void, because it attains not the end of the donor. But, if New Haven will neglect

<sup>1</sup>Conn. Rec., I, 579.

<sup>2</sup>Conn. Rec., I, 418

<sup>3</sup>Levermore's Rep. of N. H., p. 162.

<sup>4</sup>Hopkins left also £500 of his English estate "for upholding & promoting the kingdom of the Lord in those parts of the earth." This was given to Harvard, rather strangely, by chancery in 1710.

<sup>5</sup>American Journal of Education, XXVIII, 275-304.

<sup>6</sup>Historical discourse at Two Hundredth Anniversary of New Haven (J. L. Kingsley), 91.

their own good herein, he must improve it there whereunto that end it may answer the will of the dead."

He also wished them to buy a farm.<sup>1</sup>

On Mr. Davenport's removal to Boston he made a grant to the trustees "that the Grammar schoole or Colledge att Newhaven, already ffounded and begun, may be provided for, maintained, & continued for the encouragement & bringing up of hopefull youths in the Languages & other good Literature for the publique use & service of the Country." These trustees are to "order, regulate, & direct the said Collegiate School, to make choice of such schoolmaster (& usher if need be) as they shall approve of, to be sufficiently qualified to undertake such a charge & able to instruct & teach the three learned Languages—Latin, Greek, and Hebrew, so far as shall be necessary to prepare & fit youth for the Colledge."

In 1684 a set of rules was issued by the trustees, interesting as showing the school discipline of the time. Tuition was to be free for all from New Haven County, and boys from elsewhere paid a 10-shillings entrance fee. Among the rules were these:

That noe Boyes be admitted into ye sd Schoole for ye learning of English Books, but such as have been before taught to spell ye letters well & begin to read, thereby to perfect theire right Spelling & Reading, or to learne to write & Cypher for numeracion & addition & noe further, & yt all others, either too young & not instructed in letters and spelling & all Girles be excluded, as Improper & inconsistent with such a Grammer Schoole, as ye law injoines & is ye Designe of this Settlemt.

The "School Houres" are from "6 in ye morning to 11 a clock in ye forenoone And from 1 a clock in the afternoon to 5 a clock in the afternoone in Summer & 4 in Winter."

Another rule is:

That ye Schollars behave themselves at all tymes, especially in School tyme, with due Reverence to theire Master & with Sobriety & quietnes among themselves, without fighting Quarrelling, or calling one another or any others bad names, or using bad words in Cursing, or taking the name of God in vaine, or other prophane, obscene, or Corrupt speeches, which, if any doe, that ye Mr. forth with give the due Correccion. And yt all Correccions be with Moderacion.

That all Lattin Schollars & all other of ye Boyes of Competent age & Capacity give the Mr. an accompt of one passage or sentence at least of ye sermons the foregoing Sabbath, on ye 2d day morning. And that from 1 to 3 in ye afternoone of every last day of ye week be Improved by ye Mr. in Catchizing of his Schollars yt. are Capable.

After Davenport's departure, New Haven's zeal fell off, and in 1675 Governor William Jones roundly scolded the town for letting the school lapse for a twelvemonth. The next year he summoned the town to answer before county court for not keeping a grammar school, and, in 1677, he berated them again, for not having had school for three years. Finally the school revived under his earnest endeavors and continued an uneventful, useful existence throughout this period, fitting youths

<sup>1</sup>American Journal of Education, xxviii, 275-304; Hopkins's Bequest at New Haven.

for Harvard and later for Yale. In 1728 the town again settled the oyster-shell field on the school, to aid scholars of Congregational parentage.<sup>1</sup> In 1688 the town formally turned over the school to a body of seven trustees.

Hartford appointed a committee to receive money "to be employed in this town for promoting of learning here," a seeming narrowing of the terms of Hopkins's generous bequest.<sup>2</sup> This was not the only gift for a school at that place. William Gibbons, by his will of February 26, 1655,<sup>3</sup> made the first legacy for education in the State, giving thirty acres of upland and meadow in Wethersfield "towards the maintenance of a lattin school at Hartford." This land still belongs to the school, though let out at long lease by the town in 1756. John Talcott also, when he died in 1660, left something for the same purpose.<sup>4</sup> The school did not prove as satisfactory as it should have been, and gradually ran down,<sup>5</sup> till 1764, when a select school was begun by thirty families, which continued two years, till the house built for it was destroyed, ten or twelve persons perishing in it. An attempt to elevate the old grammar school itself in 1765 was also a failure,<sup>6</sup> so that at the close of the Colonial Period, it was little more than a "town school."

#### COUNTY LATIN SCHOOLS.

In May, 1672, the general court granted to the county towns of each of the four counties in the State 600 acres of land, "to be taken up where it may not prejudice any former grant," to belong to them for-

<sup>1</sup>Levermore Rep. of N. H., p. 164.

<sup>2</sup>Barnard's Hist. of Ed. in Conn.; American Journal of Education, iv, 657.

<sup>3</sup>His words are, "I give my land at Peniwise, now in the tenor of John Sadler, towards the mayntenance of a Lattin schoole at Hartford; provided that the fence be continued in the same line and way of common fencing as that now is and, for the present, until the lease I have made to John Sadler be expired, I give out of the rent due from John Sadler 50 shillings yearly." Am. J. of Ed., xxii, 370.

<sup>4</sup>Conn. Rec., iv, 31.

His will is dated August 12, 1659, and says, "I give toward the maintaining a Lattin Schoole at Hartford, if any be kept there, £5."

James Richards, esq., who married Sarah, daughter of William Gibbons, left £50 to the Hartford Latin School.

American Journal of Education, xxii, 370.

<sup>5</sup>American Journal of Education, xxviii, 185.

On September 18, 1753, at Hartford town meeting, it was "voted and agreed that the incomes or rents of the lands (leased for 900 years) and interest of the moneys belonging to the Free School (so-called) in this town shall be applied to the use and support of a Grammar School to be kept in the town of Hartford."

<sup>6</sup>On December 30, 1765, "the inhabitants of this town (Hartford) taking into consideration the declining state of the Grammar School, and sensible that the interests and moneys belonging to it may yet be improved to better advantage, to encourage and answer the ends proposed by the donors of such interests," appoint a committee to hire a schoolmaster, lay down rules, and administer the finances. Am. J. of Ed. xxviii, 185. "Hopkins Bequest at Hartford."

ever "for the benefitt of a grammer schoole."<sup>1</sup> In the revised code,<sup>2</sup> approved that fall, the requirement of a grammar school is changed from towns of over a hundred families to the county towns.<sup>3</sup> But this land was not laid out for some time, and in 1702 committees were appointed for that purpose.<sup>4</sup> To aid in the support of these schools the court in May, 1677, gave the fines which towns incurred for not keeping school the required time (three months a year) to "the Lattin schoole" in their county.<sup>5</sup> The same session (May, 1677) a penalty of £10 a year was laid on county towns not maintaining such a school.<sup>6</sup> The policy of supporting such schools was steadily kept up; in 1687 a surplus in the Colony treasury was ordered to be divided among the grammar schools, and if a county had none, its share was divided among other counties.<sup>7</sup> Four years after, "considering the necessity and great advantage of good literature," two free schools are appointed to be in Hartford and New Haven.<sup>8</sup> The masters for these were to be chosen by the magistrates and ministers of the county and to receive £60. These schools, which seem to have been intended to be of higher grade than the other grammar schools, were to teach children, "after they can first read the psalter, reading, writeing, and arithmetick, the Lattin and Greek tongues."

The same year, 1691, Mr. John Burr introduced a bill that the appropriation of £30 to each of the above-mentioned two schools should be divided, that the schools at Fairfield and New London should participate in the appropriation, and consequently each of the four should receive £15. But this was not approved of and the old law stood<sup>9</sup> for two years, when the other two schools obtained £20 each, additional to the grant of £30 to Hartford and New Haven. The grammar schools at New Haven and Hartford we have already discussed.

#### NEW LONDON GRAMMAR SCHOOL.

In 1673, just after the law concerning grammar schools was passed, Robert Bartlet, "a lonely man," living in New London, died, leaving, by a nuncupative will, his estate to the town "to be improved for the education of children."<sup>10</sup> The property thus given, which the town decided

<sup>1</sup> Conn. Rec., II, 176.

<sup>2</sup> Laws of 1672, 63. Reprint 1865. Reënacted October, 1700. Conn. Rec., IV, 331.

<sup>3</sup> The Hopkins Schools were considered to fill the requirements.

<sup>4</sup> Conn. Rec., IV, p. 402. Hartford's land was laid out 1718 and sold in 1776. Am. J. of Ed., XXII, 370.

<sup>5</sup> Conn. Rec., II, 307.

<sup>6</sup> Conn. Rec., II, 312.

<sup>7</sup> Conn. Rec., III, 224.

<sup>8</sup> Conn. Rec., IV, 31.

<sup>9</sup> Conn. Rec., IV, 50, 97.

<sup>10</sup> Caulkins's New London, pp. 396-401. We find other bequests for schools from time to time. For example, John Cates, coming from England to Windham, at his death in 1697, left 200 acres for a school there. (Trumbull, I, 408.)

should be used for poor children, was a farm of 25 acres north of the town, various divisions of outlands, and the rights of an original proprietor in the commons. For many years nothing was done with the bequest, till in 1701 the town voted to establish a grammar school,<sup>1</sup> to employ the State allowance and the income of the Bartlet estate for it, and that parents of scholars should make up any deficiency. In 1713 the general assembly granted the town permission to sell the Bartlet lands, which was done, the farm itself bringing £300. This was only one instance of the policy of killing the goose which laid the golden eggs. We find far too many such instances, for the lands, if they had been retained a century, would have been worth vastly more. The same year a schoolhouse was built to which girls were admitted for an hour at a time on certain days of the week. In 1721, an agitation was begun in favor of selling the 600 acres given by the State and dividing the receipts between the grammar school and the schools in the north part of the town. This was accomplished in 1725 and a few years later the Bartlet fund was united to the fund procured from the sale of the land.<sup>2</sup> From the gift of Robert Bartlet the school was called the Bartlet School, in memory of the generous donor. The school continued a useful existence through the colonial period. In 1752, the general assembly granted permission for the remaining school land to be sold and the proceeds put at interest.<sup>3</sup>

#### FAIRFIELD GRAMMAR SCHOOL.

Of this little is known.<sup>4</sup> In 1752 the town petitioned the general court that "the school which time out of mind among us has been called the Grammar School" has such small means of support as to induce them to ask for advice and encouragement. The appropriation of excise money raised in the county for the privilege of retailing strong liquors was recommended, but this was not adopted, and it is to be feared the school died.

#### COMMON OR TOWN SCHOOLS.

The State relaxed not one whit of its vigilance for universal education.<sup>5</sup> In 1677, we have already seen, the towns remiss in keeping up their schools for three months were ordered to pay a fine of £5, and at

<sup>1</sup> This was probably a revival of an earlier school, for the general court appointed a committee to lay out land for the New London grammar school in 1679. (Conn. Rec., III, 29.)

<sup>2</sup> Conn. Rec., VII, 468.

<sup>3</sup> Conn. Rec., X, 129.

<sup>4</sup> Barnard's Hist. of Ed. in Conn. In 1678, the general court recommended "the court of Fairfield to improve so much of their county revenue as they can spare for the settlement and incouragment of a grammer schoole." (Conn. Rec., III, 8.) See p. 48.

<sup>5</sup> In 1670 the governor reported that one-fourth of the annual revenue "is laid out in maintaining free schools for the education of our children." (Am. J. of Ed., I, 297-313.)

the same session of the assembly authority was given the towns to tax property for the support of schools.<sup>1</sup> A year later the number of families which a town was to contain in order to be compelled to maintain a school was reduced from 50 to 30.<sup>2</sup>

In 1684, to encourage gifts for learning, the houses and lands given for school purposes were freed from taxes.<sup>3</sup> Town schools were found everywhere, and gave the rudiments of education. The duties of the teacher were "to instruct all sorts and that from their A B C, and to be helpful in preaching when required." In smaller towns a school dame ruled; in larger, a college student or a recent graduate, generally addressed with the prefix *Sir*.

In 1700, towns of over seventy families were ordered to keep a school all the year, and those of any number of families under seventy, to have one during half the year. In these schools reading and writing were to be taught, and, for their maintenance, a tax of 40 shillings in each £1,000 of the list was laid.<sup>4</sup> The minimum length of time to constitute a school kept according to law, had been increased from three to six months ten years before.<sup>5</sup> There seems at first to have been some difficulty in the collection of the tax granted for this purpose,<sup>6</sup> and, when the colony issued bills of credit in the exigencies of war in 1713, an act was passed making the town's share of the school money payable in them.<sup>7</sup> Hitherto the management of the schools had been in the hands of the towns; but, as these were now being divided into parishes, the direction of schools was put into the hands of these new divisions in October, 1712.<sup>8</sup> Two years later, to insure supervision of the schools, the selectmen and civil authority were appointed to visit the schools, "particularly once in each quarter of the year,"<sup>9</sup> and to report any "disorders or misapplication of the publick money." In 1717, the parishes or societies were empowered to lay taxes for the support of schools and to choose a collector.<sup>10</sup>

#### FIRST GRANT OF WESTERN LANDS.

About 1730, the county of Litchfield, in the northwestern part of the State, was settled. In laying out towns in that county, the State foreshadowed its later policy, and made one of the earliest land grants. In May, 1733,<sup>11</sup> a bill passed the general assembly setting aside seven towns in that county, so that the "money that shall be given, by such as may be allowed to settle in said towns, for the land there,

<sup>1</sup> Conn. Rec., II, 307, 312.

<sup>2</sup> Conn. Rec., III, 9.

<sup>3</sup> Guilford Town Rec., 1674.

<sup>4</sup> Conn. Rec., IV, 331, 375; VI, 10.

<sup>5</sup> Conn. Rec., IV, 31.

<sup>6</sup> Conn. Rec., V, 213.

<sup>7</sup> Conn. Rec., V, 408.

<sup>8</sup> Conn. Rec., V, 353.

<sup>9</sup> Conn. Rec., V, 462.

<sup>10</sup> Conn. Rec., VI, 34.

<sup>11</sup> Conn. Rec., VII, 459; cf., VIII, 122. Where the towns are allowed to have the money, and use it for paying the minister instead of keeping school. Enacted in 1737, repealed 1740, VIII, 344.

shall be improved for the support of the schools (viz,) those schools that ought to be kept in those towns that are now settled." These western towns were Norfolk, Kent, Goshen, Canaan, Cornwall, Salisbury, and Sharon.<sup>1</sup> The price paid for most of the towns is unknown. Norfolk, which was not disposed of till 1762,<sup>2</sup> brought £6,824.10, and Kent £1,225.19. When arrangements were made for selling some of these towns in 1737, it is interesting to note that one fifty-third of each town was reserved for school land.<sup>3</sup> In 1741, the bonds and money which had been received from the sale of these towns up to that date were ordered to be distributed to the several ecclesiastical societies in trust, for the use of their schools.<sup>4</sup>

#### FURTHER COLONIAL SCHOOL HISTORY.

In the records, we find here and there further instances of the colony's care for schools. The assembly appoints a committee to take charge of lands given for a school at Middletown; gives land which had escheated to the State to a school at Wintonbury;<sup>5</sup> and exempts schoolmasters from military service. The tax of 40 shillings in £1,000 is diminished to 10 shillings in 1754;<sup>6</sup> under the pressure of the French and Indian war, raised again to 20 shillings in 1766;<sup>7</sup> and a year later, restored to the original figure.<sup>8</sup> In addition to this, the arrears of taxes on liquors, tea, etc., were directed to be sued for in 1766 and the proceeds given to the schools, which gift was made again eight years later.<sup>9</sup> In 1701 and later, through the whole colonial period, a helping hand was ever ready to assist Yale College, as will be seen further on.

Not only did the State encourage public schools, but it also discouraged "any other schools, which are not under its establishment and inspection."<sup>10</sup> A notable instance of this occurred in the middle of the last century. During the religious excitement then disturbing the country, the Separates, who had many adherents in New London, established an institution there, known as the "Shepherd's Tent," at the house of Samuel Harris.<sup>11</sup> This was intended as an academy "for educating young men to become exhorters, teachers and ministers." This met with the disapproval of the general assembly, and a law was passed forbidding anyone "to erect, establish, set up, keep, or maintain any college, seminary of learning, or any publick school whatsoever for the instruction of young persons, other than such as are erected and established, or allowed by the laws of this Colony, without special licence,

<sup>1</sup> Barnard's Hist. of Ed. in Conn.

<sup>2</sup> Conn. Rec., XII, 80.

<sup>3</sup> Conn. Rec., VIII, 134.

<sup>4</sup> Conn. Rec., VIII, 387, 392.

<sup>5</sup> Conn. Rec., VII, 509; VIII, 379, 575.

<sup>6</sup> Conn. Rec., X, 317.

<sup>7</sup> Conn. Rec., XII, 497.

<sup>8</sup> Conn. Rec., XII, 561.

<sup>9</sup> Conn. Rec., VII, 463; XIV, 330.

<sup>10</sup> A good account of the schools of the period is found in *Am. J. of Ed.*, XVII, 607; "Master Niles School at Stonington, Conn., 1764-1790."

<sup>11</sup> Caulkins's New London, 453.

or liberty first had and obtained of this Assembly," under penalty of £5 to everyone concerned.<sup>1</sup>

#### INDIAN EDUCATION.

The godly colony did not only take care of its own citizens, but also stretched forth a helping hand to promote "the glory of God and the everlasting welfare of these poore, naked sonnes of Adam," the aborigines. The Code of 1650 provided for their religious instruction,<sup>2</sup> and, four years later, the court, lamenting that "little hath hitherto beene attended through want of an able Interpreter," orders that Thomas Mynor of Pequot shall send his son John to Hartford, "where this Courte will provide for his maintenance & schooling, to the end hee may be for the present assistant," to elders and others, "to interpret the things of God to y<sup>m</sup> as hee shall be directed." New Haven made no laws concerning Indian education, but Rev. Abraham Pierson, of Branford, learned the language and preached to Indians, and the Commissioners of the United Colonies granted money for their education in New Haven.<sup>3</sup>

At Farmington, Stone, Newton, and Hooker taught an Indian school from 1648 to 1697, and, from 1733 to 1736, we find record of such a school there again. In 1671, Rev. James Fitch, pastor at Norwich, preached to the Mohegans, and, in 1728, a grandson of Capt. John Mason taught them in English and the principles of religion, and the general assembly gave him £15.<sup>4</sup>

In May, 1727, a law was passed, ordering any masters or mistresses of Indians to teach them to read English and also to instruct them in the principles of the Christian faith, by catechising of them, "under penalty of not over 40 shillings, if neglected." This law remained on the statute books till 1821.<sup>5</sup>

In 1733, the legislature made appropriations for "dieting" the Indians at school at Farmington.<sup>6</sup> Three years thereafter, a contribution for the Indians is ordered to be taken in the churches at the next Thanksgiving, and £15 is appropriated for the education of the children of the "Nahantick Indians" in the town of Lyme. In their zeal to elevate the Indian, the general assembly, when one Atchetoset became a Christian and desired education for himself and family, took care "that the said Indian be instructed according to his desire, and that his children be schooled and taught the principles of the Christian religion and victualled."<sup>7</sup>

<sup>1</sup> Conn. Rec., VIII, 501.

<sup>2</sup> Conn. Rec., I, 265.

<sup>3</sup> Trumbull, Conn., I, 495.

<sup>4</sup> Barnard's Hist. of Ed. in Conn.; Conn. Rec., VII, 181; again in 1729, VII, 242.

<sup>5</sup> Conn. Rec., VII, 102.

<sup>6</sup> Conn. Rec., VII, 471, 491, 509; VIII, 6.

<sup>7</sup> Conn. Rec., VIII, 372.



For the repairing of the schoolhouse of the Mohegans, £12 was appropriated in 1742<sup>1</sup> and £4 11s. 7d. in 1774<sup>2</sup> and, at the latter time, £6 was allowed for a schoolmaster. But these efforts produced little results. In our own century, from 1827 to 1831, efforts were made by Miss Sarah L. Huntington, of Norwich, to raise up this tribe from their degradation, and after much effort she obtained a yearly appropriation for the support of a teacher and \$500 for erecting buildings. This school had a good effect upon the tribe, both intellectually and morally, and was maintained many years.<sup>3</sup>

But the most celebrated enterprise for the education of the Indians in Connecticut was *Moor's Indian Charity School*. In 1735 Rev. Eleazar Wheelock was settled over the Second Church in Lebanon and, as many ministers did in those days, he took boys in his family for instruction. In December, 1743, a young Mohegan, Samson Occum, 20 years old, who had been converted in the "great awakening" three years before, applied to him for instruction. Mr. Wheelock took him and instructed him for three years. Occum later became a preacher and was very successful among his people. This led Mr. Wheelock to form the idea of an Indian school; as he judged, from his intercourse with Occum, that Indians would be much more successful than white men as missionaries to their race. It was a new idea, which not even the apostle Eliot had tried. In 1754 he began with two Delawares and others soon followed, till in 1762 he had over twenty scholars, of whom one was a Mohegan, six were Mohawks and most of the rest Delawares. To support these, gentlemen in Boston and elsewhere make contributions, the legislatures of Connecticut and Massachusetts made appropriations, and the Scotch Society for Propagating Christian Knowledge gave something. Four Indian girls had been received and were taught sewing and housewifery.

In 1763 Wheelock appealed to the legislature for aid and was given a recommendation to the churches to take up a collection therefor; but reminiscences of aboriginal atrocities were too fresh and but little was obtained. Three years afterwards the legislature, on another appeal, did the same thing, but the result is unknown.

Joshua Moor of Mansfield, dying in 1754, gave a house and two acres of land for the school in Lebanon and from him the school took its name.

In 1766 another attempt, and a very successful one, was made to obtain funds. Mr. Occum and Rev. Nathaniel Whitaker crossed the ocean to Great Britain and there made an appeal for the school. This was very successful; Occum, the first Indian preacher who had ever come over from America, preached in a year and half between three and four hundred sermons, and created a great sensation. Large con-

<sup>1</sup> Conn. Rec., VIII, 509.

<sup>2</sup> Conn. Rec., XIV, 246.

<sup>3</sup> DeForest's Indians in Connecticut, pp. 482-487.

tributions were made; the King gave £200, Lord Dartmouth 50 guineas. In all £7,000 were obtained in England and between £2,000 and £3,000 in Scotland. A few years later, in 1770, Dr. Wheelock determined to move the school to some newer part of the country, to increase its usefulness. Hanover, N. H., was the spot pitched upon and from the Indian school sprang Dartmouth College.<sup>1</sup>

#### ACADEMIES.

Toward the end of the colonial period the private academies began to spring up here and there. Most of these were founded after the colony became a State, but a tendency toward them was visible previous to that change.<sup>2</sup>

In 1743 Governor Trumbull established an academy at Lebanon for not more than 30 scholars. Tuition for a Latin scholar was 35 shillings per quarter, old tenor; and for a reading scholar, 30 shillings. This acquired a celebrity second to hardly any other in New England. All the sons, and daughters, too, of the governor went there and it became so widely known that pupils came from the West Indies, North and South Carolina, and Georgia, as well as from the northern colonies. It was kept over thirty years by Nathan Tisdale, a Harvard graduate.<sup>3</sup>

In 1774 the legislature incorporated 12 proprietors of the "Union School of New London." It was intended "to furnish facilities for a thorough English education" and in classics to fit for college. In its early days it was a noted school, yielding a large income, and from its principalship went forth to the Continental army, Nathan Hale, the martyr spy. It was in good repute for many years, but languished as the free schools improved and it finally died about 1850.<sup>4</sup>

<sup>1</sup>This account is from Deforest's *Indians of Connecticut*, pp. 453-459, and contributions to the *Ecclesiastical Hist. of Conn.*, pp. 148-149.

<sup>2</sup>Master Tisdale and the Lebanon School, *Am. Jour. of Ed.*, XXVIII, 792-797.

<sup>3</sup>*Stuart's Jour.*, Trumbull, 59; *Conn. Rec.*, XIV, 383.

<sup>4</sup>Caulkin's *New London*, 622.

## CHAPTER III.

### EDUCATIONAL POLICY OF CONNECTICUT AS A STATE (1776 to 1890).

#### SCHOOL SOCIETIES.

For about twenty years after the Declaration of Independence there was no important change in the school laws of Connecticut.

In 1794, school districts (subdivisions of ecclesiastical societies) were allowed by a two-thirds vote, to lay a tax for a schoolhouse and locate it, and choose a collector of the tax.<sup>1</sup> But the acts of 1795 and 1798 revolutionized the whole system. By the former a committee of eight, with Governor Treadwell as chairman—

Were authorized to sell all lands owned by the State west of Pennsylvania,<sup>2</sup> reserved in the cession to the United States in 1782 and the proceeds of the sale were to go to a perpetual fund, the interest of which was to be divided annually among the several societies constituted, or which might be constituted by law, within certain limits, and each society could, by a two-thirds vote, improve its proportion of the interest, for the support of the Christian ministry, or the public worship of God. All inhabitants who have right to vote in town meeting, are to meet in October annually, organize themselves into societies and transact any other business on the subject of schooling in general, and touching the monies hereby appropriated to their use.<sup>3</sup>

This, it will be seen created a "school society," separate and distinct from the old ecclesiastical society, and the management of the schools went to these new bodies, while the support of the schools was to come from a permanent fund. This system was different from that of the other New England States. In 1798 a second act perfected the new system and fully substituted it for the old. Each society was given power to appoint a suitable number of persons, not exceeding nine, of competent skill and letters, to be overseers or visitors of schools.<sup>3</sup> These are "to examine, approve, and dismiss school-teachers, appoint public exercises at their discretion, and give honorary marks of distinction." County towns are no longer required to have a Latin school, but every society might, by two-thirds vote, institute a school of higher order, for the common benefit of the inhabitants, "the object of which shall be to perfect the youth admitted therein in the rudiments of English grammar, in composition, in arithmetic, and geography, or, on particu-

<sup>1</sup>Barnard's History of Education.

<sup>2</sup>This was the foundation of the School Fund, which will be discussed separately.

<sup>3</sup>Previous to Oct., 1708, towns and ecclesiastical societies appointed school committees but there was no law till 1750. (Barnard p. 142.)

lar desire, in the Latin and Greek languages; also in the first principles of religion and morality, and, in general, to form them for usefulness and happiness in the various relations of social life."<sup>1</sup> To these, pupils were to be admitted who shall have "passed through the ordinary course of instruction in the common schools and shall have attained to such maturity in years and understanding, as to be capable of improvement in said school, in the judgment of the overseers," and if too many for the accommodation of the school apply "they shall be instructed in such course and order as to give all an equal opportunity."<sup>1</sup> One wonders how this was done. The private schools then were few; the books few and imperfect, but uniform. In 1796, Farmington used Webster's Institutes as a reader, and Dwight's Geography.

In 1799, in Middlesex County, an "association for the improvement of common schools"<sup>2</sup> was founded and Rev. William Woodbridge, the principal of a young ladies' school in Middletown, made its president.<sup>3</sup>

In May, 1799, an act was passed which was virtually a codification of previous laws. The taxes for schools were to be \$2 in each \$1,000 of the assessment. The nine school visitors were to visit all schools twice yearly and two of them were to be present at each visit.<sup>4</sup> No time for keeping schools open was specified, so they were closed when the funds ran out. This fact made them of widely varying duration in different towns. On the whole, it can not be said that the new system worked well.

In 1799, the first apportionment of the interest of the school fund was made, and in 1810 an act was passed whereby the expense of the district schools over the public money was apportioned according to the number of days each proprietor had sent a scholar or scholars to school.

In 1813, a bill compelled proprietors of factories and manufacturing establishments to see that the children in their employ were taught to read, write, and cipher, and had attention paid to the preservation of their morals. To see this carried out, the selectmen and civil authority were made a board of visitors.<sup>5</sup> Governor Wolcott, at the May session in 1825, said the schools were "insufficient and recommended the introduction of the Lancasterian system, as used in New Haven." This suggestion was taken up in several towns and such schools were held for some years.<sup>6</sup> In the same year the first educational magazine in the country was projected and the "American Journal of Education," with Prof. William Russell as editor, was begun in 1826. There was no supervision of common schools by the State and the first move in this

<sup>1</sup>Barnard's History of Education.

<sup>2</sup>Middlesex School Association, American Journal of Education, xiv, 397.

<sup>3</sup>Barnard, p. 113.

<sup>4</sup>Barnard, p. 142-5.

<sup>5</sup>This is noteworthy as a very early instance of factory legislation.

<sup>6</sup>Smith's History of Guilford, p. 82.

direction was Hawley Olmsted's motion in 1826, resulting in a committee, which reported in favor of such supervision; but nothing was then done.

In 1827, a society was organized in Hartford for improvement of the public schools.

#### DECLINE OF COMMON SCHOOLS.

Meantime the educational system of Connecticut had excited the admiration of several other States. A Kentucky legislative document, in 1822, said the "Connecticut system has become an example for other States and the admiration of the Union." This was once true; but under the system of no supervision, the schools were running down.

On November 13, 1830, a convention of teachers at Hartford made complaint of the decline of schools. The school fund produced apathy and carelessness among the towns. In the next year Governor Peters recommended a tax of a cent on each dollar of the assessment list to be collected and paid for benefit of the district schools. The legislature gave \$10,000 for colleges, but did not heed this suggestion.

In 1836, Governor Edwards complained of deficiency in the character of teachers. The same year, at an extra session in December, the Town Deposit Fund<sup>1</sup> was received from the surplus in the United States Treasury. Things steadily grew worse; in 1838 an investigation was held at Governor Ellsworth's instance, and an official report made. From it we learn that parents took little interest in the schools; the school visitors were not always faithful; teachers were often poorly qualified and inefficient; their pay, being on the average \$14.50 for men and \$5.75 for women, exclusive of board,<sup>2</sup> was not adequate to their deserts, or equal to the rewards of skill and industry in other fields of labor. The great diversity of schoolbooks was an evil, the schoolhouses were often unfit for use, and over 6,000 children of school age were out of school. Furthermore, private schools were established in nearly every place of any size, and 10,000 children of the richer classes were in them, there being 60,000 or 70,000 in common schools. In consequence of these things an act was passed to "provide for the better supervision of common schools."<sup>3</sup> By it the governor, commissioner of the school fund, and eight others, one from each county, to be annually appointed by the governor and confirmed by the senate, were made a board of commissioners of common schools. They were to report annually; to them in turn the visitors of the school societies were to report, and unless the latter did so they were not to have their schools certified as "kept according to law," and hence they would lose their share in the school fund. This board was to have a secretary, to receive not over \$3 a day and expenses while in service. Under this new system the common schools, which seemed "struck with paralysis," were soon to revive.

<sup>1</sup>This will be discussed separately.

<sup>2</sup>Barnard, p. 163; American Journal of Education, v, 114.

<sup>3</sup>Barnard, p. 163.

## THE SCHOOL FUND.

The original charter of Connecticut gave her "to the South Sea on the West parte,"<sup>1</sup> and after the grant of New York to the Duke of York the colony claimed her grant still ran from where his ended. With this view, she settled the Wyoming Valley; but the United States having given that to Pennsylvania, after hearing the case, the Connecticut claim then extended from the eastern boundary of Ohio to the Pacific Ocean.

On September 30, 1786, by a deed of cession, she gave all that vast territory to the General Government, as she had agreed to do sometime before, reserving a tract extending 120 miles west from Pennsylvania and, on the average, 52 miles wide. This was the northeast corner of Ohio, and contained 3,300,000 acres. The tract is known in common parlance yet as "New Connecticut," or the "Western Reserve," and comprises the counties of Ashtabula, Trumbull, Lake, Geauga, Portage, Cuyahoga, Medina, Lorain, Huron, Erie, and the north part of Mahoning, and Summit.<sup>2</sup>

In May, 1800, Connecticut relinquished to the United States all rights to jurisdiction over it, the United States giving up all claims to the soil. In 1791, an attempt was made to sell it and use the proceeds for the support of the ministry. In 1792, 500,000 acres of it, the so-called "Fire Lands," were given to the sufferers from the depredations of the British during the Revolution. In May, 1793, the State voted to sell the rest of the land. In October of the same year another attempt was made to give the proceeds from the sale for the support of religion. A substitute to the original bill passed, much to the dissatisfaction of some towns, who adopted resolutions disapproving the measure. The matter excited much interest and the debate was printed in full in the papers, a thing that then rarely happened. The act provided that—

The monies arising from the sale of the territory belonging to this State, lying west of the State of Pennsylvania, be and the same is hereby, established a perpetual fund, the interest whereof is granted and shall be appropriated to the use and benefit of the several ecclesiastical societies, churches, or congregations of all denominations in this State, to be by them applied to the support of their respective ministers or preachers of the gospel, and schools of education, under such rules and regulations as shall be adopted by this or some future session of the general assembly.<sup>3</sup>

In view of the disapproval shown, the act was repealed by the lower house in May, 1794, but to this the upper house did not consent; finally both agreed to pass a resolution suspending the sale of lands for the present.<sup>4</sup>

In October, 1794, the upper house passed another bill, much like the former one, and the lower house, ordering it to be printed, continued

<sup>1</sup> Conn. Manual, 1823, 59.

<sup>2</sup> Barnard, 55-110. Holliator, Hist. of Conn., II, 571-576.

<sup>3</sup> Barnard, pp. 65-73.

<sup>4</sup> Barnard, pp. 74-95.

it to the next session.<sup>1</sup> In that winter the subject was again discussed in town meetings and in the papers, and President Dwight, in his Thanksgiving sermon at Greenfield Hill, where he was then pastor, spoke in favor of it.<sup>2</sup>

In May, 1795, an act was finally passed—94 yeas to 52 nays—that the Proceeds of this sale are to be made into a perpetual fund, from which shall be, and hereby is, appropriated to the support of schools in the several societies constituted by law, according to the list of polls and ratable estates.

Ecclesiastical societies were forbidden to have power over schooling, and the act of October, 1793, was finally repealed. A committee of eight was to conduct the sale, and the lands were not to be sold off for less than \$1,000,000. The sale was effected to a company of Connecticut men for \$1,200,000, payable in five years, and the committee reported the sale to the legislature in October, 1795.<sup>3</sup> Up to 1800 the original committee managed the fund. Then Messrs. John Treadwell, Thomas Y. Seymour, Shubael Abbe, and the state treasurer,<sup>4</sup> were appointed "managers of the funds arising in the sales of the Western Reserve." They took care of it till 1809, and in the first thirteen years the total interest was \$456,757.44, an average of \$35,135.18 per annum. The first apportionment of the school fund came in 1793, and consisted of the interest which had accumulated from September 2, 1797, and equaled \$60,403.78. In March, 1800, the dividend was \$23,651.

The report of the managers in October, 1800, showed much unpaid interest and some collateral securities unsafe. This made it seem advisable that the management of the fund should be given to one man, who should devote his whole time to it. A committee, of which Hon. David Daggett was chairman, recommended this, and it was adopted. Accordingly at the May session of the legislature, in 1810, Hon. James Hillhouse, then United States Senator, was appointed first commissioner of the school fund.<sup>5</sup> He resigned his seat in the Senate and took the office. He found matters in a bad condition; the capital was largely in debt from the original purchasers and substituted securities, which had been complicated by insolvency, death, etc.; the interest was often in arrears, and the debtors were scattered. Without a single lawsuit or spending one dollar for counsel, "he reduced the disordered management to an efficient system; disentangled its affairs from loose and embarrassed connections with personal securities and indebted estates; rendered it productive of a large, regular, and increasing dividend, and converted its doubtful claims into well secured and solid capital." During his fifteen years of service the dividends averaged \$52,061.35, and the capital was increased to \$1,719,434.24. When a constitution was adopted for the State, in 1818, the only provisions in regard to education were one confirming the charter of Yale College,<sup>6</sup> and one providing that—

<sup>1</sup> Barnard, p. 96.

<sup>2</sup> Barnard, p. 97.

<sup>3</sup> Barnard, p. 103.

<sup>4</sup> Barnard, p. 146.

<sup>5</sup> Barnard, p. 147.

<sup>6</sup> Constitution, Art. 8, Sec. 2.

The fund called the School Fund shall remain a perpetual fund, the interest of which shall be inviolably appropriated to the support and encouragement of the public, or common schools throughout the State, and for the equal benefit of all the people thereof. The value and amount of said fund shall, as soon as practicable, be ascertained, in such manner as the General Assembly may prescribe, published, and recorded in the Comptroller's office, and no law shall ever be made, authorizing said fund to be diverted to any other use than the encouragement and support of public or common schools, among the several school societies, as justice and equity shall require.

In 1820, the legislature decided that the tax of \$2 on each \$1,000 should cease when the income from the school fund should exceed \$62,000, which it did the next year.<sup>1</sup>

In 1822, owing to an impression that improvement in the schools had not kept pace with increase of the school fund, Governor Wolcott reminded the general assembly, in his message, of their duty to see if the system of public schools be well carried out.<sup>2</sup>

In 1823 the office of assistant commissioner was created, and Seth P. Beers, of Litchfield, appointed to it, with a salary of \$1,000 and expenses.

In 1825, Mr. Hillhouse, who had received \$1,500 a year while in office, resigned, and Mr. Beers succeeded him with a salary of \$1,200. He held office for twenty-four years, till 1849.<sup>3</sup> Under him the fund increased to \$2,076,602.75, and the average income was \$97,815.15, rising during his occupancy of the office from \$72,418.30 to \$133,356.50. The total amount disbursed during this time was \$2,347,563.80. He was succeeded by Hon. Gordon Trumbull, who held office two years. After him came John C. Palmer, in 1851. His first report<sup>4</sup> shows an income of \$138,060.63, giving \$1.40 per capita to the children of school age. In 1825 it had been but \$0.85 per capita, and had gradually increased to \$1.50, its highest figure, in 1850. The fund amounted to \$2,049,482.32. Then, for some years, a policy was adopted of changing commissioners annually,<sup>5</sup> till Hon. Albert Sedgwick was appointed in 1855; he held office twelve years, and under him the dividends reached their highest figure, \$143,193.75, in 1857.

In 1867, Hon. George A. Payne became commissioner of school fund; in 1873, Alfred I. Munyan; in 1876, Henry C. Mill, and in 1881, Jeremiah Olney, the present efficient commissioner. When he took office he found the fund somewhat depleted by injudicious investments, but it has now been restored to its old amount, and in 1888, the date of the last report, amounted to \$2,019,572.40, and yielded a dividend of \$116,199. There were then in the State 154,932 children of school age, so that the dividend amounted to \$0.75 per capita.

<sup>1</sup>North American Review, April, 1823.

<sup>2</sup>Barnard, p. 148.

<sup>3</sup>James Hillhouse (L. Bacon); American Journal of Education, vi, 325-367; History of School Fund; American Journal of Education, vi, 367-426.

<sup>4</sup>Printed reports were first regularly published in 1826. Report for 1851.

<sup>5</sup>1852, Abijah Catlin; 1853, Loren P. Waldo; 1854, Mason Cleveland.



The Hon. Henry Barnard, in a recent letter to the author, claims for Connecticut "the origination of at least the earliest and largest endowment of the common schools." A policy leading in that direction is shown by the State School and Town Deposit Funds and by the many gifts from towns and private individuals to schools. The Connecticut influence in the Ordinance of 1787, setting apart a portion of all Government land for schools, is worthy of note in this connection.

#### PUBLIC SCHOOLS SINCE 1839.

At the May session of 1839, the "act to provide for the better supervision of common schools," was passed. The board constituted by it was to report yearly "a statement of the condition of every common school in the State and of the means of popular education generally," and "such plans for the improvement and better organization of the common schools and all such matters relating to popular education as they may deem expedient to communicate." The board could not itself change the system; it was simply to report what it was and suggest improvements. Its secretary was to "devote his whole time, if required, under the direction of the board, to ascertain the condition, increase the interest, and promote the usefulness of common schools." Henry Barnard, the national educator, was chosen secretary, and the publication of the "Connecticut Common School Journal" was begun. In 1841, he prepared, at the request of the board, a revised school law, which passed the legislature, but a year later a reaction came and Governor Cleveland, in his message to the legislature, recommended the abolition of the school board, which recommendation was followed. Some thought too much had been spent, though Mr. Barnard had expended for education every cent he had received from the State.<sup>1</sup> It seemed as if the labor was wasted, but the repealed statutes were later restored, and the foundation had been laid.

In 1844, Governor Baldwin recommended the improvement of schools to the legislature, and a committee was appointed to examine the condition of schools and report, "together with such plans and suggestions for their improvement as may seem calculated substantially to promote the usefulness of schools and the interests of education generally in the United States." They suggested in their report the appointment of a superintendent of public schools, the establishment of a normal school, and the appointment of an acting school visitor from each local board. The first and last of these were adopted by the general assembly; the second was not. The Hon. Seth P. Beers, commissioner of the school fund, was made ex-officio school superintendent, and presented his first report in 1846. The system proved an improvement over the old headless arrangement, and the abolition of small districts was suggested. Mr. Bunce, of Hartford, offered a prize of \$100 for an

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<sup>1</sup> American Journal of Education.

essay on the "necessity and means of improving the common schools of Connecticut."<sup>1</sup> This was won by ex-President Noah Porter, of Yale College, and recommended the examination of teachers by one or more county officers, the holding of teachers' institutes, a normal school, more liberal pay for teachers, graduation of schools in cities and large towns, the establishment of high schools, and property taxation for schools. Mr. Bunce continued his agitation of the subject, and among the results were a convention of teachers at Hartford and the founding in January, 1847, of the "Connecticut School Journal," which was published for two years.

In 1849, the State Normal School was founded, and its principal was made ex-officio superintendent of common schools. Of course, Mr. Barnard was chosen to that office.<sup>2</sup>

In 1821, the legal obligation to raise a tax for the support of schools ceased on account of the increase of the dividend from the school fund, and the districts, which did not receive a sufficient grant for their schools from that source, assessed the surplus on the parents of scholars. Bad results naturally followed, and a great lack of interest in schools was shown, while a too minute subdivision into districts also dissipated interest and diminished the opportunity in schools of thorough instruction.<sup>3</sup> In 1854, this unfortunate state of things was amended by the passage of an act imposing on each town the duty of raising 1 cent on each \$1 of the grand list for support of schools. This was followed up by the abolition of school societies in 1856, and the transference of their functions to the towns. In 1851 the Connecticut Common School Journal, which Mr. Barnard had given up in 1842, was resumed by him and transferred to the State Teachers' Association in 1855.

In 1865, the State Board of Education was formed, consisting of the governor, the lieutenant governor, and four others, one from each Congressional district. The schools of the State are still governed by it.

In 1868, the town tax was increased to such an amount as to make schools free,<sup>4</sup> and, in 1871, the State made an appropriation of 50 cents for each person of school age, in addition to the dividend from the school fund. The schools are thus governed by the State board of education; the board of school visitors for each town, either 3, 6, or 9 in number; and the district committee, unless its functions have been transferred by vote of the town to the school visitors.<sup>5</sup> Of late, a wholesome tendency has appeared to consolidate school districts and place the management of schools in the hands of the town.

In addition to the public schools the State supports an industrial school for girls, a school for imbeciles at Lakeville, and provides for the

<sup>1</sup> American Journal of Education, XIII, 726.

<sup>2</sup> American Journal of Education, XIV, 244.

<sup>3</sup> American Journal of Education, XV, 275.

<sup>4</sup> This finally did away with the rate bill or payments by parents.

<sup>5</sup> American Journal of Education, XXIV, 239ff.

deaf and dumb at the American Asylum, in Hartford, the oldest one in the country, founded by the Rev. T. H. Gallaudet in 1817, and at the Whipple Home School at Groton. The blind are provided for at the Perkins Institution and Massachusetts Asylum at Boston, Mass.

#### THE TOWN DEPOSIT FUND.

In 1837, the United States divided the surplus in the Treasury among the several States. Connecticut's share was \$763,661.83, and, on receipt of it, the State resolved "that each town keep and preserve its share of the money as a deposit and in trust for the State, making good any loss and repaying the whole on demand." One-half of the income was to be used for education and one-half for the current expenses of the town. The fund "illustrates the fate of gratuities given to relieve communities of their bounden duties."

In 1859, a law was passed directing that all the income be used for education, and in 1887 the ostensible amount of the fund was \$753,326.87. Of this amount about five-sevenths has been borrowed from the fund by the towns, or, in other words, they have misappropriated it to their own use. They have not put "themselves in the position of borrowers, but they have taken the fund, regarding it as belonging to them. It can not be found that the fund adds to the number of schools, or augments the appliances, or the libraries; it does not add to the wages of good teachers, or promote good teaching, it does not increase attendance, or decrease illiteracy, or arouse any general or public interest in the schools themselves."<sup>1</sup>

#### TEACHERS' INSTITUTES AND THE NORMAL SCHOOL.<sup>2</sup>

In January, 1825, in the Connecticut Observer, was made the first presentation of the claims of a normal school by the Rev. T. H. Gallaudet, of the American Asylum for Deaf and Dumb.<sup>3</sup> Nothing, however, came of this, nor of the convention at Hartford of the friends of education in 1830.

In 1839 the first practical move was made. A State teachers' convention was held at Hartford;<sup>4</sup> and in the autumn of that year the first teachers' institute was held at the same place, at the expense of the Hon. Henry Barnard. He tried to get an appropriation of \$5,000 for this purpose, but was unsuccessful. However, he started a teachers' class in Hartford and persevered. In 1847 these teachers' institutes were authorized by law, and by the end of 1864, 150 of such institutes had been held. They are among the most stimulating and invigor-

<sup>1</sup> Report of Board of Education, 1888, pp. 134-147.

<sup>2</sup> Seth J. North and State Normal School; *American Journal of Education*, vi, 104-109.

<sup>3</sup> *American Journal of Education*, xiv, 244.

<sup>4</sup> *American Journal of Education*, xv, 583; "Educational Commission and Association in Connecticut."

ating of influences to all instructors.<sup>1</sup> In April, 1848, the State Teachers' Association was formed at Meriden,<sup>2</sup> holding yearly meetings.

The board of commissioners for common schools, during the four years of its existence, annually urged the establishment of a "Seminary for Teachers," as did their secretary. In 1849 these efforts were successful and the legislature passed an "Act for the Establishment of a State Normal School," and appropriated \$11,000, received as bonuses from two banks, "for a Normal School or Seminary for the training of teachers in the art of instructing and governing the Common Schools of the State." A board of eight trustees was appointed and the school was located at New Britain. There it was opened on May 15, 1850, with 35 students, it being the eighth in the country.<sup>3</sup> The citizens of New Britain agreed to provide for the school "a suitable building, apparatus, and library, to the value of \$16,000, and to place all their schools under the management of the principal of the Normal School, as Schools of Practice."<sup>4</sup>

In 1865 the board of trustees was abolished and the State board of education were made *ex officio* trustees. Up to that time there had been 2,258 pupils, most of whom taught in Connecticut, and by them the standard of education was much raised. The good influence of the school was felt in all parts of the State; but it had many opposers and these succeeded in 1867 in closing it for a time by decree of general assembly. It was soon revived, however, and started on a new career of success.<sup>5</sup>

In 1867 the city of New Haven opened a city training school, which has been found most useful in providing good teachers for its schools.<sup>6</sup> The number of students in the State Normal School was, in 1887, 292, and the rapid increase rendered necessary the establishment of a new school. Accordingly a second normal school was opened at Willimantic in the fall of 1889. At the same time a normal department was opened in connection with the Norwich Free Academy.

#### CONNECTICUT SUMMER SCHOOL FOR TEACHERS.

In the summer of 1888 a summer school was opened at Niantic, the well-known summer resort near New London. In the schoolhouse of the village and in the churches are held the sessions of the school, which is attended by over four hundred teachers. The school is conducted by Mr. Charles D. Hine, secretary of the State board of education, assisted by Mr. S. P. Willard, of Colchester, and Mr. Fred Ayer Ver-

<sup>1</sup>American Journal of Education, xv, 387; "Teachers' Institutes in Connecticut."

<sup>2</sup>American Journal of Education, xv, 593.

<sup>3</sup>American Journal of Education, xiv, 244; xv, 275.

<sup>4</sup>Report of Normal School, 1853.

<sup>5</sup>American Journal of Education, xvii, 654; Normal School in Connecticut.

<sup>6</sup>American Journal of Education, xvii, 817; City Training School in New Haven.

A second one in New Haven, the Welch Training School, was opened in 1884.

plank, of Colchester. The hotels give reduced rates, and those who can not find accommodations there, about one-third of the members, obtain board in private families. Lecturers from all over the country come to speak on their specialties and the school is divided into several departments, those of reading, arithmetic, history, grammar, microscopy, pedagogics, etc. "It is a school of methods, not mere information," says a former pupil; "we get others' ideas of how to teach these special branches rather than learn facts about them." This school, which is held for the first two weeks in July, is said to be the first of the sort in the United States supported by a State for the benefit of its teachers.<sup>1</sup>

#### HON. HENRY BARNARD.

No sketch of education in Connecticut would be complete without a brief biography of "the national educator," Henry Barnard. He was born at Hartford, January 24, 1811, in the house in which he now lives. After fitting for college, he entered Yale and graduated there in 1830. He then spent several years in the study of law, to which profession he intended to devote himself. After some time occupied by travel in Europe he returned home and was elected to the legislature from Hartford in 1837. At that session of the general assembly he secured the passage of a resolution requiring the comptroller to obtain from school visitors official returns respecting public schools. A year later he originated and secured the passage of an "act to provide for the better supervision of the common schools." The board of commissioners created by this act, appointed him their secretary, which position he accepted, refusing numerous tempting offers which promised him success in the legal profession. Without any purpose but to elevate the schools of the State he threw his whole energy into the task and accomplished much during the four years he held the position.

In 1843, when the act under which he had been appointed was repealed, he accepted a similar position in Rhode Island. In doing so he gave up for the time the project of a "History of Public Schools and the Means of Popular Education in the United States." Chancellor Kent said of Mr. Barnard's first report for Connecticut that it was "a bold and startling document, founded on the most painstaking and critical inquiry, and containing a minute, accurate, comprehensive, and instructive exhibition of the practical condition and operation of the common school system of education." He labored in Rhode Island until 1849, and so vivified the school system there as to procure, in 1845, the passage of the first efficient school code the State ever had, and to obtain for the first time in Rhode Island's history taxation for the support of schools.

He resigned on account of ill health and returned home, but scarcely had he reached there when he was chosen principal of the State Normal

<sup>1</sup> Manuscript letter of Monroe N. Wetmore, August, 1899.

School and superintendent of common schools. These posts he resigned in 1854, and the next year began the publication of the encyclopedic "American Journal of Education." In 1857 he became chancellor of the University of Wisconsin, which position he held two years. In 1865 and 1866 he was president of St. John's College, Annapolis, Md., and from 1867 to 1870 he was the first United States Commissioner of Education. His works on education have been numerous and his influence in the promotion of common schools in the United States has probably been greater than that of any other one man.<sup>1</sup>

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<sup>1</sup> New England Magazine, May, 1886, p. 445.

## CHAPTER IV.

### SECONDARY EDUCATION IN CONNECTICUT SINCE 1776.

The earliest form of secondary education in Connecticut, as we have seen, is found in the town free or grammar schools. These schools were not free in the sense in which we now understand the word; but the name was derived from Europe, where *scholæ liberae*, free schools, were those not under ecclesiastical jurisdiction. These schools were not elementary in their aim, but were grammar schools, and prepared students for the universities. While chartered and endowed, they asked tuition of each pupil. The founders of Connecticut brought the idea of schools of this sort with them from England. Hooker and Stone had taught grammar schools; Hopkins had studied in that of Shrewsbury;<sup>1</sup> Higginson, in that of Leicester. The "wellsprings of classical education," as founded in Connecticut, are thus described: "They were not public nor charity schools, but were like the grammar schools in England and the other colonies. They were unrestricted as to a class of children or scholars specified in the instruments by which they were founded, and supported so as not to depend on the fluctuating attendance and tuition of students for the maintenance of a master. They were endowed with grants of land, gifts, and bequests, and an allowance out of the common stock of the town." They were especially for instruction in Latin and Greek, and in part were supported by payment of tuition or rates by the parents of the scholars.<sup>2</sup>

Other influences, supplying a secondary education, were the instruction given by the clergymen, where there was no higher school; the village libraries, found in nearly every town; and the training gained by all in town meeting and by almost all in the holding of local offices. These opportunities partly explain why so many Connecticut men going into other States so soon stepped into places of authority.<sup>3</sup>

#### THE ACADEMY.

About the time of the Revolution a second type of school succeeded the old free school. This type was the academy. Whence the name came has been questioned. It has been suggested that the term followed the emigrants from England, having been applied in that country "to seminaries of learning established by the non-Conformists, to dis-

<sup>1</sup> Kennedy's History of Shrewsbury Royal Free School.

<sup>2</sup> American Journal of Education, 1, 297-314.

<sup>3</sup> Conversation with Henry Barnard.

tinguish them from the schools and colleges of the Church of England."<sup>1</sup> Another theory, first advanced by the Hon. Henry Barnard, is that the name and idea of the academy came from Defoe through Franklin.

In 1697 Defoe issued an *Essay on Projects*, which contained plans for an academy of English philology, on the plan of the French and Spanish academies, and also plans for a military academy and an academy for women, in which cases the term is used as at present in education. In Defoe's "*Augusta Triumphans*" he had a scheme for an academy of music.<sup>2</sup>

Franklin expresses his indebtedness to Defoe's *Essay on Projects*, and so it is quite reasonable to presume that from him he derived the term "academy," which he used in the *Proposals for the Education of Youth*, issued in 1749. This tract contained *Proposed Hints for an Academy*, intended for the use of those who were interested in the founding of such an institution in Philadelphia.<sup>3</sup> From Franklin, the idea easily may have come to Connecticut, as some think the idea of town subscription libraries did. Franklin was familiar with the State, and one of his most cherished correspondents was the Rev. Jared Eliot, M. D., of Killingworth. Of the old academies which came into being, one, that at Lebanon, has already been described. Others soon sprang up in the State, and furnished the highest education which over three-fourths of the young men received. Of these schools, as of the old free schools, the clergymen were the leading spirits, and the sons and daughters of these educated clergymen became, from the training thus received, the most prominent and distinguished of our citizens.

#### FAMOUS ACADEMIES.

One of the earliest and best of these old-time academies was that of President Dwight, at Greenfield Hill,<sup>4</sup> which he conducted from 1783 to 1796. It was one of the earliest coëducational institutions in the country and gave a most thorough training. These academies were different from the high schools which have followed them in that they were designed not only for the children from one town but from all those in the neighborhood. The pupils were picked boys and girls, the élite of twenty or more towns, often coming to the academy at great sacrifice. The trustees were often chosen from different towns, and it was a great event when some celebrated trustee visited the school. As the pupils came really to study, there was but little difficulty in maintaining good discipline.<sup>5</sup>

The Staples Academy, at North Fairfield, was founded in 1781, and succeeded the Fairfield grammar school. Mr. Staples made it a generous

<sup>1</sup> *Contributions to Ecclesiastical History of Connecticut*, p. 251. (D. N. Camp.)

<sup>2</sup> *American Journal of Education*, xxvi, 427.

<sup>3</sup> *American Journal of Education*, xxvii, 441.

<sup>4</sup> It was incorporated 1804. (Barnard's *History of Education in Connecticut*.)

<sup>5</sup> *Conversation with Henry Barnard*, Sept., 1880.



donation in land and notes on interest. He named the trustees and appointed them to erect a free school. They were incorporated in May, 1781, as "The Trustees of the Staples Free School," and authorized to hold property yielding an income of not over \$1,000.<sup>1</sup>

In 1770 the first academy in Windham County was organized, at Plainfield. This was chartered in 1784, and in 1816 had a fund of \$834, given by Isaac Coit,<sup>2</sup> of Plainfield, from the interest of which with the tuition of some 80 scholars the school was supported. To the school, which Samuel and Eliphalet Nott taught in their youth, came students not merely from Connecticut, but also from the two-thirds of Rhode Island nearest it.<sup>3</sup>

In Woodstock a rival academy was founded in 1800 and chartered two years later. It was built by the voluntary contributions and labor of the people of the neighborhood, and the building was dedicated on February 4, 1802. Many men of note received their education there. In 1868 \$10,000 was raised to put the academy on a firm foundation and a new building was erected.<sup>4</sup>

In 1802 the Berlin Academy was incorporated, and in 1803 the Bacon Academy, at Colchester. For this a fund of \$36,000 was given by Mr. Bacon<sup>5</sup> and "a very beautiful building," 73 by 34 feet and three stories high, was erected. This school being well endowed, became very large, having in 1816 some 200 pupils.

In 1806 Noah Webster wrote of Connecticut:

By law a grammar school may be established in any town in the State by a vote of the inhabitants in legal meeting, and many academies are established and maintained by private funds. In these are taught not only the primary branches of learning, but geography, grammar, the languages, and higher branches of mathematics. There are also academies for young ladies, in which are taught the additional branches of needlework, drawing, and embroidery. Among the academies of the first reputation are one in Plainfield, and the Bacon Academy, at Colchester. The most distinguished schools for young ladies are the Union School,<sup>6</sup> in New Haven, and one in Litchfield.

In 1806, the Stratford Academy was incorporated and, three years later, one at Wallingford, which had 45 scholars and no fund in 1816. It then taught Greek, Latin, English grammar, and other branches of useful knowledge.<sup>7</sup>

In 1814, the Danbury Academy was incorporated; in 1821, that at Fairfield; in 1823, that at Goshen; in 1825, Lee's<sup>8</sup> Academy at East Guilford, now Madison (this was succeeded by the Hand Academy in

<sup>1</sup> Trumbull, II, 546. The Fairfield Academy was chartered in 1804.

<sup>2</sup> Trumbull, II, 547.

<sup>3</sup> Conversation with H. Barnard.

<sup>4</sup> History of Woodstock Academy, by C. W. Bowen.

<sup>5</sup> Trumbull, II, 546.

<sup>6</sup> Chartered in 1812. Amer. Jour. Ed., xxvi, 202.

<sup>7</sup> Trumbull, II, 546.

<sup>8</sup> Named after Capt. Frederick Lee.

1886, the gift of Daniel Hand,<sup>1</sup> the well-known philanthropist), and the Greenwich and Tolland academies in 1829. Other academies were one at Wilton, founded in 1817; the one at Brooklyn, incorporated in 1830; Hill's Academy in Saybrook, in 1833; the Killingworth, North Greenwich, and Ellington ones, in 1834.<sup>2</sup> The last one, in 1832, had the endorsement of the officers of Yale College that "the school, after a trial of three years, has fully answered expectation and is distinguished for the fidelity of its trustees and the accuracy and completeness of its system of instruction."<sup>3</sup>

The Hartford Female Seminary, founded in 1815, was incorporated in 1827. From about 1825 to 1833 it was conducted by Miss Catherine E. Beecher with great success, drawing from 120 to 160 pupils from without the State.<sup>4</sup> In 1832, there were other female academies worthy of note at Litchfield, New London, and Norwich,<sup>5</sup> chartered respectively in 1827, 1819, and 1829.

The Brainerd Academy at Haddam was incorporated in 1839; the Durham Academy, in 1842; the Parker Academy at Woodbury, in 1851, and the Waramaug Academy at New Preston, in 1852. This last was a continuation of the unincorporated New Preston Academy, a famous old school, which the father of President Day, of Yale College, taught, and in which many men of note were educated. In 1854 Mrs. Sarah Griffing gave \$10,000 for the Guilford Institute.<sup>6</sup> But by this time the public high schools had begun their successful career.

#### THE HARTFORD GRAMMAR AND HIGH SCHOOLS.

The moribund condition in which the former institution was left continued up to 1789, when the pastors of the churches were added to the committee managing the school, and arrangements were made for examinations of candidates for admission and monthly examinations of students.<sup>7</sup> The presence of the clergy inspired fresh vigor, as their supervision, here as elsewhere, was regarded by them as a duty to be

<sup>1</sup> Daniel Hand, a native of Guilford, having made his fortune in the South before the War of the Rebellion, gave during his life \$1,000,000 to the American Missionary Association for the education of negroes, and made the Association his residuary legatee.

<sup>2</sup> Contribution to Ecclesiastical History of Connecticut. 251 (D. N. Camp). Common Schools and Academies.

<sup>3</sup>(B. B. Edwards.) Educational and Literary Institutions, 1832. American Journal of Education, xxviii, 311.

<sup>4</sup>American Journal of Education, xxviii, 69-82.

<sup>5</sup>American Journal of Education, xxvii, 311.

<sup>6</sup>Other academies not mentioned in the text were the Middlesex at Middletown, incorporated in 1828, the Morris Academy at Litchfield in 1819, the New Haven Scientific and Military Academy in 1824, the New Township Academy in New Haven in 1809, the Newtown Academical Association in 1838, the Waterbury Academy in 1848, the Seymour High School in 1851, and the Connecticut Female Institute at Ellington in 1840.

<sup>7</sup>American Journal of Education, xxvii, 185.

sacredly performed. In truth, education suffered after the power of the clergy died away, and the young lawyers, who took their places in the management of the schools, performed their duties perfunctorily. The consequent decline was one cause of the passing of the act of 1838, already referred to, whereby a paid supervision of schools was established.<sup>1</sup>

In April, 1793, it was voted—

That that part of the regulations heretofore adopted, that permits English to be taught two days in each week, be, and the same is hereby, annulled and repealed, and free use of the building is voted the teacher for teaching the pupils English Branches and arithmetic in those hours not appropriated to said school, at the expense of the parents and guardians of said youths.

This is interesting, as showing the narrowness of the previous curriculum.

On December 23, 1797, the trustees voted to apply to the town for permission to be incorporated, and this being granted the desired act passed the General Assembly in May, 1798.<sup>2</sup> The school was to "be constituted, according to the original intent of the donor, for the education of youth in the rudiments of the higher branches of science, not taught in common schools, of Latin, Greek, and other useful languages, of Grammar, of the English tongue, of geography, navigation, book-keeping, surveying, and other similar studies, preparatory to an education at the University, or a life of active employment."<sup>3</sup>

Thence onward to 1828 there were on an average about thirty students, taught by a recent graduate of Yale. Up to 1817 there was no charge, then until 1828 a fee of \$1 per quarter was paid by each pupil.

In 1828 the plan of instruction and accommodations were enlarged and the one man classical school became a New England Academy with four teachers. The new plan was not a success, the large expense for a building diminished the fund, and the increased tuition caused attendance to fall off.<sup>4</sup> Many men of note were principals of the Grammar School in the first half of this century; among them Edward Beecher, Lyman Coleman, F. A. P. Barnard, A. D. Stanley, E. A. Sophocles, and N. P. Seymour. The conviction arose that the city ought to have a public High School and this was first advocated by the Hon. Henry Barnard in a speech on July 4, 1838. In 1839 the first School Society in Hartford discussed the "expediency of establishing a High School for the older and more advanced scholars of this school society," but no final action was taken for nearly eight years.

On January 16, 1847, the subject was again brought before the School Society, considerable agitation having been aroused by the

<sup>1</sup> Conversation with H. Barnard. Clergy and Popular Education (W. C. Fowler). American Journal of Education, xvii, 211.

<sup>2</sup> American Journal of Education, xxvii, 185.

<sup>3</sup> Barnard's History of Education in Connecticut.

<sup>4</sup> Public High School in Hartford. American Journal of Education, xxviii, 224-256.

publication in 1846 of a tract by the Hon. Henry Barnard, entitled "Considerations respecting a High School in Hartford." As a result, on March 8, 1847, it was "voted that this Society proceed to establish a free High School for instruction in the higher branches of an English and the elementary branches of a classical education, for all the male and female children of suitable age and acquirements in this Society, who may wish to avail themselves of its advantages."<sup>1</sup> At the same time \$12,000 were appropriated and a building was immediately erected on the corner of Asylum and Ann streets, which was dedicated on December 1, 1847.<sup>2</sup> With this High School the Grammar School was incorporated and the income of its fund has since been used for the support of the classical teacher in the school. The first building, which had a capacity of 300, became too small and a second one was erected in 1869, on the present site in Hopkins street. This cost \$159,000 and would seat 380 pupils. In 1877 an addition was made, at the cost of \$24,000, which seated 200 more. On January 24, 1882, the whole building was burned with all its contents, but only four recitations were lost before the school was housed in temporary quarters. The third and present building was dedicated on January 3, 1884, and cost, with land and apparatus, \$315,000. It has a capacity for 625, and in 1888 556 students were enrolled. The building is fire-proof, and in the secular Gothic style.<sup>3</sup> The basement is of rock faced brown stone; the outer walls are of Philadelphia pressed brick with brown stone dressings.

The Hartford High School has a wide reputation, as being one of the best of its kind in New England, or indeed in the Nation, its graduates showing clearly the thoroughness of the education therein obtained.

#### THE HOPKINS GRAMMAR SCHOOL AT NEW HAVEN.

This school has continued its separate existence and has been fairly successful, offering, from its situation in New Haven, some advantages as a fitting school for Yale.

In it, as in the Hartford School, the principals for many years were recent graduates of Yale. Among the most distinguished ones have been the Rev. James Murdock, Dr. Eli Ives, Prof. C. A. Goodrich, the Rev. E. T. Fitch, Prof. Elisha Mitchell, George Hill, the Rev. W. C. Fowler, President Hector Humphreys, President Noah Porter, and Hawley Olmstead, under whom the school was very flourishing.

On July 24, 1860, the school celebrated its two hundredth anniversary, at which time the Rev. L. W. Bacon delivered the Historical Address. Mr. George L. Fox is the present principal. It is situated on the corner of High and Wall streets and possesses a brick schoolhouse with an adjoining play ground.

<sup>1</sup> Hartford High School, *American Journal of Education*, xvii, 339.

<sup>2</sup> It cost \$17,000.

<sup>3</sup> Geer's Hartford Directory (History, p. 69).

## THE HOPKINS BEQUESTS.

It is interesting to note how the talents have been improved by the various recipients. From Mr. Hopkins, Hartford received £400; in 1852 this amounted to \$20,000, yielding \$1,500 income, and in 1878 to \$37,580, yielding \$2,262, of which \$1,200 was paid to a classical teacher, \$40 to the treasurer, and the rest was added to the capital. New Haven's £412 in 1878 was represented by a house and lot for the school and \$3,000 endowment; in all some \$20,000. Hadley's £308, with some other small gifts, amounted to \$35,000 in 1878, yielding an income of \$2,621.

Harvard's £100 has entirely disappeared. The £500 adjudged to it, with questionable propriety in 1712, with additions from the General Court, in 1878 equaled \$53,847 and a Detur fund of \$1,200.

## THE NORWICH FREE ACADEMY.

This is a school of which the city on the Thames may well be proud, and which, better than almost any other in the State, combines the good features of the old academy with those of the new high school. The first settlers of Norwich were too much occupied with watching neighboring tribes of Indians to pay much attention to education, and, in 1700, the town was presented by the grand jury, "for failing to maintain a school to instruct children." But, as affairs grew more settled, an interest in learning sprung up here, and in 1787, four years after the Revolution was ended, Dr. Daniel Lathrop endowed a free school with a gift of £500 and presented it to the town.<sup>1</sup> After many years of useful service, Dr. Lathrop's school was given up by the town, "on account of some impracticable conditions attached to the gift."

Then came an era of private academies, some of the heads of which were actively engaged in efforts to reform the public schools and to elevate their standard. The old system of school societies and districts had run riot in Norwich, where "upon the territory of the original nine miles square were no less than forty independent school organizations, each having its distinct officers and independent authority."<sup>2</sup>

A movement for the consolidation of these districts and the grading of the schools was begun about 1836 and was submitted to the voters in 1840 by Rev. Mr. Paddock and Deacon Francis A. Perkins, the school visitors.

It was rejected by a large majority; but the subject was continually discussed. Prof. John P. Gulliver, now of Andover Theological Seminary, was very prominent in the movement; but it was seen that public initiative could not be awaited, and therefore the advocates of better education turned to private endowment.

For two years Prof. Gulliver labored to raise the sum needed, and

<sup>1</sup>American Journal of Education, II, 664, and III, 190, on "Norwich Free Academy."

<sup>2</sup>Prof. J. P. Gulliver's Address at the "Dedication of the Slater Memorial Building, of the Norwich Academy."

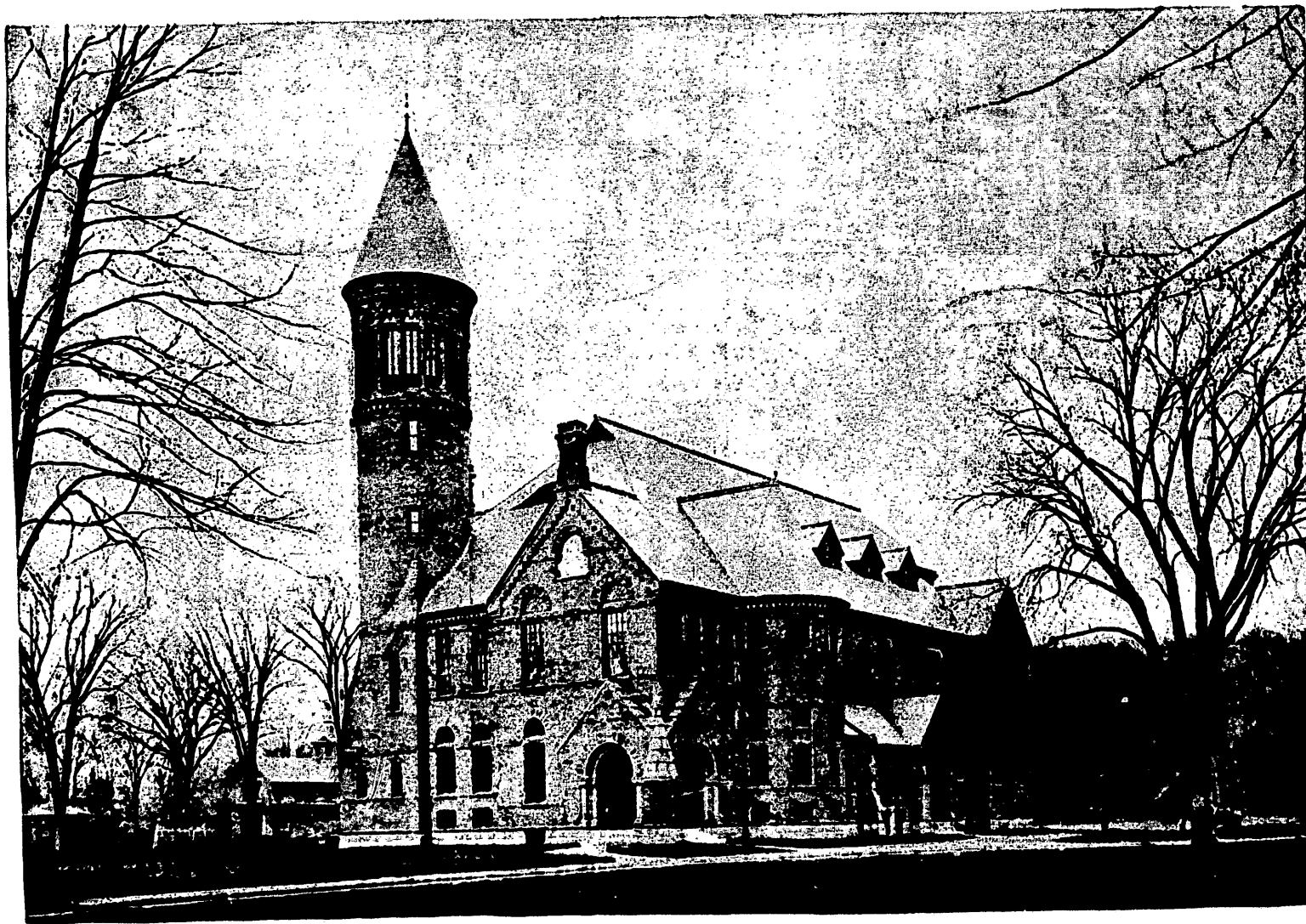
finally had the satisfaction of having \$76,000 subscribed, of which \$50,000 were put aside for an endowment and the rest used for land and building. With subsequent gifts to the academy, it is estimated that its property in land, buildings, and endowment nearly equals \$400,000. The school was chartered in 1854, the donors of the endowment being the incorporators. Among them were Russell Hubbard, Governor Buckingham, General Williams, W. P. Greene, and others—thirty-six in all. The building was opened October 21, 1856, and the town of Norwich was at once aroused to appropriate money for new schoolhouses and for increased efficiency in teaching, so as to prepare pupils for this academy. The ground on which the school was built was given by Mrs. Harriet Peck Williams, who endowed a library for the school with \$5,000 in 1856 and afterward increased her gift to double that sum. With her husband, who alone endowed a scholarship of \$30, she founded three prizes in book-keeping, letter writing, and reading. The school soon became a fine one and has been for several years the center of secondary education in Eastern Connecticut.

Two scholarships of \$30 each were endowed in it by the late Charles J. Stedman, and the late J. Newton Perkins established a fund from the income of which ten bronze medals are annually given. Excellent physical apparatus, a convenient Chemical Laboratory, and a valuable Botanical Herbarium are owned by the school. The students have increased from 80 in the first term the school opened to 240 in 1889 and to 348 in 1893, and, by the munificent gift of the Slater building, the academy is able to accommodate this increased number.

Mr. William A. Slater erected for the school the Slater Memorial Building, at a cost of about \$160,000, in memory of his deceased father, Mr. John F. Slater, the giver of the Slater Fund for education in the South. It was dedicated on November 4, 1886, with addresses from Prof. J. P. Gulliver and Pres. D. C. Gilman of the Johns Hopkins University. It is built of brick and brown sandstone on a foundation of Monson granite, is wainscoted with marble, and has its interior walls faced with pressed brick and terra cotta. The lower floor contains a large hall for lectures, etc., and two smaller halls which can be thrown into one and thus accommodate over 1,000 persons. The second and third stories are occupied by a magnificent Museum Hall, an exquisite library room, and two class rooms. In the building, public courses of lectures are given during the winter. The Museum was opened with appropriate ceremonies on November 22, 1888. Its object is to illustrate the growth of the arts of sculpture and painting. The great masterpieces of Greek and Italian art are here found in plaster reproductions and are arranged so that they can be studied chronologically.<sup>1</sup>

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<sup>1</sup>An Art School, with 60 students, is conducted in this building, opened in 1890. It has both day and night classes. Classes are formed for study of the antique life, painting in oil, water color, pen and ink, and out-door sketching, design, draughting and modeling. Lectures are given on the history of sculpture and painting and talks on anatomy.



SLATER MEMORIAL BUILDING—NORWICH FREE ACADEMY.

The South Gallery is devoted to photographs, illustrating the progress of the art of painting. These are grouped according to the schools of art to which they belong and are placed in a manner particularly adapted for study. There are also cases in the Museum containing plaster casts of armor and electrotype reproductions of Greek coins.

Each student from Norwich pays a charge of \$5 a term for incidentals, and those outside of the town, of whom there were 48 in 1888-'89, pay \$10 tuition a term in addition. Thus a thorough secondary education is given for a small cost and "no pupil of high character and scholarship would be suffered to drop out of school because of inability to pay the charge either for incidentals or for tuition."

There are three courses of study: The Classical, leading to college; the Scientific, planned after consultation with representatives of the Massachusetts Institute of Technology and the Sheffield Scientific School, leading to any of the scientific schools; and the General, aiming "to give a good training for practical life."<sup>1</sup> How high the students stand is shown by the fact that seven out of eight of those who applied for admission to Yale in 1888 were admitted without conditions. "Brown, Dartmouth, Williams, Smith, Vassar, and Wellesley receive students on full standing upon the Academy's certificate of preparation." Dr. Robert P. Keep, whose edition of the Iliad is well known, is principal of the school and it has flourished greatly under his guidance. To him the author is indebted for the materials of this sketch.

In the fall of 1889, a new department, the Normal course, was added to the Free Academy. The questions which led to such addition were these: The boys on graduating from an academy enter college or business; but what shall the girls do? How can the Academy best open to its own girl graduates an honorable and useful professional career? It is settled that, in America, the teaching in our primary and grammar schools is mainly to be entrusted to women, and experience makes it clear that the High School graduate is not ready to undertake teaching without special training. To give this is the aim of the Normal Department of the Free Academy and "to open speedy and easy entrance to the teacher's calling to graduates of the Academy, and to other girls who have received an education equivalent to that implied by the possession of an Academy diploma. Girls only are received, because primary and grammar teaching is the work of girls. If our boys are to become teachers, they are advised to take the full college course and to enter the teacher's calling from college." The course in this new department is of one year and its success has been most gratifying, 40

<sup>1</sup> A two-years' course in manual training was established January, 1891. In the morning the regular studies are pursued; the afternoons are devoted in the first year to drawing and woodwork, in the second year to turning, carving, ornamental and artistic woodwork. It is not intended to fit boys for any particular trade, but to bring out their natural mechanical aptitude. The academy has two gymnasiums, and physical exercise is required.



having graduated in three years, and 17 being now in attendance. Take it all together, the Norwich Free Academy is a remarkable success.

#### THE ERA OF HIGH SCHOOLS.

The dominating influence in secondary education in Connecticut to-day is that of High Schools, which have supplanted the old academies. They show the increased quickening of the popular interest in general education, and it would be most pleasant, did space and the design of this book permit, to give a detailed sketch of each. However, as it is, we can only mention some of them by name, not meaning to belittle their importance, which is very great, since they fit the majority of the youth of the State for active life and are the preparatory schools, which feed the colleges.

The oldest high school in the State is that at Middletown, founded in 1841; in 1850 New Britain followed with hers, and then came New Haven in 1859. The Hillhouse High School there occupies a very fine building on Orange street, and has the reputation of being one of the best schools in the State. Under the management of Mr. Curtis, the late principal, and Mr. Whitmore, the present one, the boys it has sent to Yale have carried off the highest honors. Other excellent high schools are those at Danielsonville, founded in 1860; at Bridgeport, in 1876; at Meriden, in 1881; at Stafford Springs, in 1884; at Bristol, in 1887; at Putnam, and at Stamford. The Hon. Henry Barnard, in a recent letter to the author, suggests as one of Connecticut's greatest services to education the number of text-books for academies and high schools written by Connecticut men.

#### THE EPISCOPAL ACADEMY OF CONNECTICUT.

The first record of an attempt for an Episcopalian secondary school seems to have been made at Convention, on June 4, 1794. A committee was then appointed to prepare an address "pointing out the importance of establishing an Episcopal Academy in this State," and to provide subscription papers therefor. The next day the Committee requested that a Standing Committee be appointed to prepare the address, to present a plan for the Academy, and to provide subscription papers.<sup>1</sup> A year later, as a result of this, the Convention resolves to "establish an Episcopal Academy" and appoints a committee to hear proposals from Cheshire, Wallingford, and Stratford as to the location of the Academy, and "to establish the Academy in that town, which by them shall be considered most eligible." Another committee is appointed to frame a Code of Laws for the Academy.<sup>2</sup> The Constitution of the Academy was adopted the next year. It provided for a board of twenty-one trustees, of whom the Bishop and head of the Academy should be members, "the

<sup>1</sup>Journal of Convention, p. 8. E. E. Beardsley, "Addresses and Discourses," 1892.

<sup>2</sup>Journal of Convention, p. 11.

other trustees to be chosen by the Convention," some to be Episcopalian clergymen, others laymen "from any denomination of professing Christians." The Principal is to be a Presbyterian of the Protestant Episcopal Church and to be chosen by Convention; the assistants are to be chosen by the trustees. "The English Language, Philosophy, Mathematics, History, and every other science usually taught at Colleges; likewise the dead languages, such as Greek and Latin" are to be taught here. "And whenever the finances of the Academy will admit, the trustees shall procure an instructor in the French language, purchase a library and philosophical apparatus, at their own discretion. Female education may be attended to under this institution by such instructors and under such regulations as the trustees shall direct." This last has, however, never been tried. "No by-laws of the academy shall compel the students to attend public worship but at such place or places as their respective parents or guardians shall direct.<sup>1</sup> The Rev. John Bowden was chosen first principal and the Academy was located at Cheshire. This school "was intended to be not only a preparatory school of a high order, but a college and a nursery of theological learning."<sup>2</sup> The attempts to make it a College are described elsewhere.

In 1798, the Convention determined to commence a fund for the Academy, by ascertaining "the grand levy of the Church in this State," and appropriated for the same purpose "the money formerly collected for the purpose of sending missionaries to the frontiers of the States."<sup>3</sup> The next year a vote was passed at Convention to have each clergyman, with one of his parishioners, previous to October 20, visit as many of his parishioners as possible and solicit donations from them for the use of the Episcopal Academy, and that one or more agents be appointed to go to Europe to solicit funds for the Academy, as soon as such a step could be afforded.<sup>4</sup>

In 1800, a committee was appointed to ascertain the necessary quota from each parish so as to raise \$700 to send an agent of the Academy to Europe. The mission was never undertaken, but nearly every page of the journals of Convention bears witness to the anxious care the Protestant Episcopal Church bestowed upon its young institution.

In 1798, we learn the school building was a slightly one of brick, with a fine play ground around it. It had two large rooms on the lower floor, and the whole upper floor was a recitation and assembly room. The stairs were outside to save room. "The method of teaching here was the usual course of tasking and saying lessons, teaching more from the book than through the teacher." Dramatic exhibitions were occasionally given.

In 1801, Dr. William Smith, a man of rare qualities and tact for teaching and government, became principal.<sup>5</sup> The same year the Acad-

<sup>1</sup> Journal of Convention, pp. 14, 15.

<sup>2</sup> Journal of Convention pp. 20, 21.

<sup>3</sup> Beardslley, II, p. 6.

<sup>4</sup> Journal of Convention, pp. 23, 27.

<sup>5</sup> Cheshire Academy (S. W. Seton). American Journal of Education, xvii, 557.

emy was incorporated, and in 1804 a lottery was granted for its benefit; but the school was not as prosperous as had been hoped, and, in 1805,<sup>1</sup> a committee made quite a despairing report of its condition. A new principal, the Rev. Mr. Bronson, was chosen, and things went on better.

In 1809, the library of Mr. Somaster, which he bequeathed to the clergy of Connecticut, was deposited with the Academy,<sup>2</sup> and an attempt was made at the same time to increase the Academy's library by donations. In 1818, the library amounted to 200 volumes, mostly Greek and Latin works. About seventy students were in attendance and the original fund of \$13,500 had increased to \$25,000.<sup>3</sup>

In 1819, a report on the condition of the Academy was made by a committee of the Convention, and one on the Course of Study by the Principal. We learn that of those educated at the Academy twenty-eight have taken Holy Orders, three are now candidates, and about ninety have been qualified to enter the various Colleges. The report<sup>4</sup> shows a broad and extended curriculum and tells of great proficiency among the students. In the failure of the Eagle Bank much of the Academy's funds were lost, and, Washington College being founded just then, the Academy languished, and, when Dr. Bronson died, it was closed.<sup>5</sup>

In 1832, the Academy having been reopened for some time, a plan to make it self-supporting was voted down, as "inexpedient, if not impracticable." Soon after, however, the trustees were asked by the Convention to consider "the expediency of making some provision whereby a portion or the whole of the students might contribute something toward their own expenses by the performance of suitable manual labor." The scheme soon failed and was never tried again.<sup>6</sup>

In 1835, the building, which had gone into decay, was repaired, and a year later the power of choosing the Principal was given to the trustees.<sup>7</sup> "In 1836 the Rev. Allen C. Morgan became principal, and was eminently successful until his untimely death in 1838. The school remained in good hands however. The Rev. E. Edwards Beardsley was the next principal (1838-1844). Afterwards, as Dr. Beardsley, of New Haven, he became one of the most distinguished and influential clergymen of his church. He was succeeded by the Rev. Seth B. Paddock (1844-1851); then follow the Rev. Edward Ballard (1852-1857); the Rev. John H. Babcock (1857-1861), and the Rev. Sanford J. Horton (1862-1892). The length of Dr. Horton's services is of itself an evidence of their value. During his administration there were extensive improvements and enlargements in the buildings. He was succeeded

<sup>1</sup> Journal of Convention, pp. 35, 38.

<sup>2</sup> Journal of Convention, pp. 52, 53, 54.

<sup>3</sup> Trumbull, II, 546.

<sup>4</sup> Journal of Convention, pp. 129, 133.

<sup>5</sup> Beardsley, II, 263-266.

<sup>6</sup> Beardsley, II, 300.

<sup>7</sup> Beardsley, II, 315.



*The Gunnery from Ball ground.*

THE GUNNERY, WASHINGTON, CONNECTICUT.

in 1892 by the Rev. James Stoddard, unanimously chosen. Continued progress is looked for under his administration. Military drill was introduced some years since."<sup>1</sup>

### THE GUNNERY.<sup>2</sup>

The town of Washington has been as unique in its way as the Gunnery itself. The village is perched upon a hill, sloping with precipitous sides down to a swift river. All around lie rich farms, broken by wild stretches of swamp, ravine, and woodland. Nature and the hand of man have both done their best to make the region at once beautiful and picturesque. Until a few years ago, when a railroad penetrated the valley, the village was reached only by a stage coach, which plodded daily over the long hills to a station 10 miles away. In its isolation, the community grew up with singular simplicity of manners and rigid purity of life. Crime and vice have been almost unknown; for fifty years a rum shop has never been opened in the village, except as a rash and transitory experiment; the dwellings never used to be locked at night and neighbors ran in and out of the doors as freely as if all houses were owned in common. Add to these social traits of the village, hospitality and unbounded local pride, and one can see how favorable were the surroundings for a training spot for boys. The school had of necessity to be a part of the community. It received from the village the prevailing tone of good morals, simplicity, and sweetness. The boys needed no rigid bounds, no narrow code of rules as to going here or not going there, for go where they would in the village they could find only incentive to good conduct. This environment of the school and the impress that it received from the community around it were large factors in the Gunnery scheme of education, and in the success to which it attained.

Frederick W. Gunn was a native of Washington, Conn., and, after graduation at Yale in 1837, where he was a classmate of Evarts, Waite, Tilden, and Pierrepont Edwards, he came back to his native place and opened a school there. He was an abolitionist, and even in Connecticut it was not safe to be an abolitionist then. Only a short time before, Prudence Crandall had been driven out of Canterbury for "opening a school for young misses of color."<sup>3</sup> The school, which was at first opened as a day school, was distrusted, the minister thundered against him from the pulpit, the church excommunicated him, and, after marrying one of the young ladies of the place, he felt obliged to leave and taught school for a year or two with United States Senator O. H. Platt, at Towanda, Penn. In 1847 he returned to Washington and reopened the Gunnery, which has ever since been successful. The prejudice against anti-slavery was passing away and the prominent abolitionists remembered a fellow-worker and aided him by sending their children to his school, so that the sons of Henry Ward Beecher, Mrs. Stowe, and Gen. John C. Fremont found instruction there.

<sup>1</sup>Letter of Rev. W. G. Andrews, D. D., May, 1893.

<sup>2</sup>Cothren's History of Ancient Woodbury; Holland, Arthur Bonnicastle; Gibson, Pastoral Days; Litchfield Enquirer, September 8, 1881, and October 11, 1883, Memorial Volume; New York Evening Post, August 1881; "The Master of the Gunnery;" memorial volume to F. W. Gunn.

<sup>3</sup>A full account of this incident is given in the author's "History of Slavery in Connecticut," published in the Johns Hopkins University Studies in Historical and Political Science, for 1893.

Mr. Gunn's system of discipline was unique and formed a marked feature of the school. It was based on two principles, I quote his own words, "a boy must learn to know the right, to love it, to dare to defend it," and "if you would get into a boy's heart, you must get the boy's heart into you." As a result of this, said Senator Platt, "his scholars loved him as few men are ever loved." Some instances of his odd methods of discipline are worthy of note. Boys found with their hands in their trouser pockets lost their pie at dinner. Those who made too much noise were ordered to take a horn to the village green and blow a blast at the four corners of the church, to hug a tree for two hours, or to take a 3-mile walk in the moon-light. A youth who talked too much might have a chip put in his mouth, to be kept there till meal-time. Two boys who had quarreled were ordered to sit in each others lap by turns for an hour or two. "A little boy, caught ducking a cat, was seized by the seat of the breeches and nape of the neck and plunged in after the cat to be shown how it feels." Boys who were found to have indulged in drink or smoking were given an emetic. These are but samples of the original methods of punishment he invented; while, on the other hand, he left unpunished many things usually visited with punishment.

Mr. Gunn's scheme for training boys had for its central objects manhood, character, and physique. With these secured he believed that mental growth would follow, or, at least, without them mental growth was good for nothing. He sedulously cultivated, therefore, the honorable side of boy nature.

As to scholarship, the general standard of the school was unquestionably low. There was no marking system and no direct incentives to purely intellectual growth. Yet Mr. Gunn, first and last, fitted a good many boys for college and most of them did well. His theory for teaching the dead languages was to "learn the language first and the grammar afterwards." So a boy often found himself in Homer before he could analyze the simplest form of a Greek verb, and reading four hundred lines a day in Virgil, without a question on the syntax or prosody. In composition, rhetoric, and oratory, the standard of the school was high, and a knowledge of public events was made almost a compulsory part of the course—Mr. Gunn himself reading the daily paper aloud to the school as soon as the afternoon mail brought it in.

Mrs. Gunn was a worthy helpmate for her husband and was a mother to the 40 or 50 boys there. An old pupil writes that his memory often returns "to the Gunn building, a vine-embowered puzzle of architecture; to the football games, in which the teacher so often measured his length on the winter slush in collision with some muscular rival; to the coasting, the skating, the tramps with rod and gun, all encouraged and even enforced as part of the scheme of training; to the ball nine, on which Mr. Gunn himself played an efficient first base; to the 'family meeting' called each Sunday afternoon, when the household of forty boys was summoned to give an account of the week's peccadilloes; to the 'reception night, held on Friday evenings with its dancing and games, when maidens were present, for the teacher regarded nothing as more elevating for the boys than the companionship of pure-minded girls."

Mr. Gunn died in the summer of 1881, and a year later, on October 4, 1882, a monument was unveiled to him in Washington. Conn. Senator Platt presided and made an address. The other speakers were Mr. Clarence Deming, of Litchfield, and Mr. Edward Willes, of Towanda, Pa., who had been his pupils, the Rev. Henry Ward Beecher, and Mr. J. C. Brinsmade. From these addresses we gain an idea of the character of Mr. Gunn:

Mere scholastic culture was with him secondary to self-reliance, pure morals, manhood, and that human quality expressed by what I conceive to be almost the strongest word in the English language, character.

Mr. Gunn was not a formally religious man. He belonged, I think, to no ecclesiastical society; certainly he rendered open allegiance to no sect. Yet, how that strenuous and exemplary life of his shames the daily record of many men whom the world calls religious.

We had a school teacher, a real one. I do not know that there is anything on earth that is more noble than that.

His was the nature that could take children up into his arms and carry them by his methods safely through the perilous period, setting them the example of a solid man, a man of faith, of intellect, and manhood. He interested them and induced them to come to him for advice.

I never knew a man in whom the intellectual, the moral, and the emotional nature were so harmoniously and subtly blended as in Mr. Gunn, nor one who had more moral courage to defend the truth and oppose the wrong.

A year later, in 1883, the new Gunn building was opened with addresses from Mr. W. H. Gibson and Dr. James O. Murray, of Princeton. For many years Mr. Gunn held an encampment on Lake Waremaug, near New Preston, during the summer months, and some of the boys were always with him there.

The school buildings are upon the southern slope of the village hill. The main building is of three stories and is used for the home of teachers and pupils. The school building is about 100 feet south of the main building and is two stories high, the upper one being occupied by a large hall. A new gymnasium, with two bowling alleys, was opened in the fall of 1889. The grounds are about 20 acres in extent, of which about one-half is occupied by an open field and grove devoted to playgrounds.

Students are prepared for college or scientific school and for business life. The prominence given to composition, oratory, and the knowledge of current affairs is as marked as ever and instruction is given, if desired, in music, painting, drawing, and dancing.

The boys publish a paper called Stray Shot, and the Friday evening reception is still kept up. Boys are taken from 8 years of age and upwards, while those applying for admission, if over 15 years of age, must furnish certificates of good character.

The school is now under the management of Mr. J. C. Brinsmade, to whom the author is indebted for much of the material for this sketch.

THE RECTORY SCHOOL, HAMDEN.<sup>1</sup>

The Rectory School was established at Hamden, near New Haven, in 1843, and discontinued in 1873. The rector of Grace Church, Hamden, Rev. Charles William Everest (Trinity College, 1838), began by receiving four boys into his family, in order to eke out an inadequate salary. Other pupils were almost immediately offered, and the school at last numbered between 60 and 70, with six resident masters. It is believed to have been the second institution of the kind in New England to adopt a military drill. The pupils were taught order and method by an extensive system of rules, rigidly enforced. Obedience to rules, as well as diligence in study, was secured by the old-fashioned method. The pupils were faithfully instructed in the care of their bodies, and many of them were largely indebted to the Rectory School for the enjoyment of fine health in later years. The general success of the discipline appeared, for example, in the total absence from all parts of the establishment of anything offensive due to them, in their invariably respectful behavior, not only to their teachers, but to all visitors, and in the fact that no contagious disease, it was said, ever passed the limits of the school premises, in either direction.

The instruction was thorough. The rector himself taught the beginners in Greek and Latin, and by his demand of faultless accuracy laid a foundation for exact scholarship. First-honor men at Columbia and Trinity, if not elsewhere, attested the excellent preparatory work done at Hamden. Among the nearly 600 boys who were taught there were many who have since been honorably known in the learned professions, in literature, in the Army and Navy, in business and in public life. More than one member of Congress (one highly distinguished) were among them. The steady growth of the school for a quarter of a century proved that the system pursued, in spite of features to which many objected, yielded results which satisfied those most interested.

A still better indication of the character of the institution is seen in the fact that not less than ten of the pupils returned to it as teachers. And this points to the presence of a strong and winning personal influence. Mr. Everest was a really remarkable man. He combined a strong will, tenacity of purpose, and a frequent vehemence of feeling and expression, with a singular simplicity and openness of mind. He cherished an intense scorn for all that was mean and cowardly, and his rebukes were sometimes terribly severe, but he delighted in everything which yields harmless pleasure. He had a true love of the beautiful, a lively sense of humor, and was never happier than in being helpful. The essential nobility of his character often inspired an attachment which grew with advancing years, so that those who had feared him as boys loved him as men. His teachers were, as a rule, the warmest of his friends, and gave him confidence as well as affection even

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<sup>1</sup>By the Rev. William G. Andrews, D. D., a former teacher in the Rectory School.



when, at times, they may have felt obliged to disapprove his judgment or regret his action. One aspect of his nature is illustrated by his fondness for poetry, and among the pleasantest memories of Hamden, both for pupils and teachers, are those of the readings which he gave from his favorite authors. In his early years he himself wrote graceful and mellifluous verse, though he is probably best known in literature as the editor of *The Poets of Connecticut*, published in 1843.

The value of education, above all on the moral side, of personal influence is well understood. This can never involve the exhibition of a faultless model for imitation, while it perhaps never acts more vigorously or beneficently than through the contact of the young with a strong soul, resolutely, yet humbly, striving after the highest good. And observers at Hamden could frequently watch there the development of a type of character, manly, modest, generous, and sincere, such as perhaps best interprets the phrase "Christian gentleman."

Untoward circumstances, for which the system pursued at the school appears to have been in no way responsible, and some of which were beyond all human control, compelled Mr. Everest to close the institution in 1873. In the words of one who knew the situation perfectly, "it was a bitter disappointment to him to see such a grand enterprise issuing in defeat, and the work of years ruined by inevitable circumstances." His own sterling qualities were never shown more nobly. Turning from the profession of a teacher to which he seemed to have received a genuine vocation, and in which he had felt an honorable pride, he patiently and faithfully performed the tasks now allotted to him, and admirably succeeded at points where he himself had anticipated failure. He died while thus employed, January 11, 1877.

It remains to be said that in 1884 the Rev. H. L. Everest and his brother, Mr. C. S. Everest, opened a new Rectory School in one of the buildings occupied by their father. It began with three pupils, and had in February, 1890, thirty-four pupils and four teachers. It is not a reproduction of the old school, but its good success is due, in no small degree, to training received in that, and to qualities inherited from its founder.

#### CORNWALL MISSION SCHOOL.<sup>1</sup>

At the meeting of the American Board of Commissioners for Foreign Missions in 1816, it was resolved to establish a school for the education of foreign youth in this country. The idea was "to educate heathen youth in such a manner that, with future professional studies, they might be qualified for missionaries, schoolmasters, interpreters, and physicians among heathen nations; and to communicate such information in agriculture and the arts as should tend to promote Christianity and civilization." To carry out this, a farm and suitable buildings

<sup>1</sup> Contrib. for Eccles. Hist. of Conn., p. 160.

were to be procured, and useful branches of education and the leading truths of the Christian religion to be taught. A farm was bought at Cornwall, Conn., and on May 1, 1817, a school was begun with 12 pupils. A few months later, we learn the condition of the school was satisfactory; 5 of the scholars were from the Sandwich Islands, 4 of whom "were hopefully pious and exemplary in their conduct," among them the famous Henry Obookiah. For several following years the curious experiment seems to have been successful, the motley throng of students growing in numbers and favor, being well managed by the Revs. Herman Daggett and Amos Bassett.

In 1821 the report was that the "history of its progress is such as to encourage the education of heathen youth, and it is hoped that the number of scholars may be greatly increased through the agency of our commerce, which extends to all parts of the world." The conduct of the scholars was good, their progress commendable.

In 1822 there were 34 pupils, of whom 29 were heathen. They were of the most varied character in age, in speech, in nationality. Representatives were there from Sumatra, China, Bengal, Hindostan, Mexico, New Zealand, the Society, Sandwich, and Marquesas islands, the Isles of Greece, and the Azores; and of our Indians, members of the Cherokee, Choctaw, Osage, Oneida, Tuscarora, and Seneca tribes, and of the St. Regis tribe in Canada. The school now became the object of popular prejudice, partly on account of the marriage of two or three of the Indians with respectable young ladies in the neighborhood. The question of its continuance was discussed in 1825, and, two years later, it was given up, inasmuch as the students could be educated better and more cheaply at the schools which had been established at the several missions.

#### THE CONNECTICUT LITERARY INSTITUTE.

This very successful school was incorporated at Suffield, Conn., in 1835, and has maintained a high reputation as a preparatory school. It has three fine buildings and a beautiful campus.

#### THE BETTS ACADEMY.

This school was founded by James Betts in 1838 and is now conducted by his son, William James Betts. It was founded at North Stamford and after two years was moved to Wilton, Conn. Four years later it was again moved to Stamford, where it is now located. It possesses fine buildings, a large lawn of 4 acres for out-door sports, and has fine facilities for skating in winter on flooded meadow land. More attention is paid to physical training than at many schools, and the instruction is thorough and complete. The school's motto is, "What we do, we do well," and it lives up to that motto thoroughly.

## OTHER PRIVATE SCHOOLS AND ACADEMIES.

From 1836, for a half century, Russell's Collegiate and Commercial Institute at New Haven held high rank, until it was given up on the death of its founder, Gen. William-Russell, Yale '35.

Black Hall School at Lyme, has a good record, and others on the Shore Line are the Seabury Institute at Saybrook, incorporated in 1865; the Morgan School at Clinton, the gift of Charles Morgan, incorporated in 1870 and opened two years later; the Mystic Valley English and Classical Institute at Mystic Bridge, opened in 1868 and incorporated in 1880; and the Bulkeley School in New London. This last was endowed by Leonard Bulkeley, who left the bulk of his estate for a free school for boys, to be begun when the principal with added interest should equal \$50,000. The school was incorporated in 1850 and opened in 1873.

The Norwalk Military Institute is a very prosperous and successful school. The Yale school at Lakeville and Mr. Taft's school at Watertown are among the more recent private schools of high grade.

## ROMAN CATHOLIC INSTITUTIONS.

Until lately so few of this faith were in Connecticut, that the Roman Catholic schools are of recent date. But, for the past thirty or forty years, the immigration of Roman Catholics from Ireland and Canada has been so great that several large schools have been founded. Among these are the Academy of the Holy Family, begun in 1874 at Baltic, which is co-educational; the Seminary of Mount St. Joseph, at Hartford, incorporated in 1873; and the Congregation de Notre Dame, at Waterbury, opened in 1869.

## THE STORRS AGRICULTURAL SCHOOL.

This school was founded at Mansfield and chartered in 1881. It is intended "for the education of Connecticut boys in such branches of science as may conduce to skill in agricultural pursuits." It has a two-years' course "in general and agricultural chemistry, farm mechanics, land surveying, botany, zoölogy, animal physiology, practical and theoretical agriculture," etc. It receives part of the income from the land grant, an act having been passed by the Legislature in 1893 taking it away from the Sheffield Scientific School.

## FEMALE EDUCATION.

At the time the Litchfield Law School flourished, there was a most successful girls' school on Litchfield Hill. It was conducted by Miss Sarah Pierce, and for years was preëminent. It was begun in 1792 and lived for nearly forty years, having within its walls over 1,500 pupils. The building in which it was held has since been demolished

and no trace remains of this school, which is claimed to have been the first in the United States for the higher education of women.<sup>1</sup>

Among the most prominent schools for the secondary education of women are the Golden Hill Seminary at Bridgeport, the Windsor Female Seminary, and St. Margaret's Diocesan School for Girls at Waterbury, incorporated in 1875 and conducted by the Rev. F. T. Russell. Of schools no longer in existence, one of the most famous was Grove Hall, in New Haven, which, under Miss Mary Dutton, had a wide reputation. A sister of ex-President Porter was for many years head of a well-known boarding school at Farmington, Conn. The school is still prosperous, and employs the services of an excellent corps of teachers and special lecturers.

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<sup>1</sup> Harper's, LIV, 514. Litchfield Hill, by J. D. Champlin, jr.

## CHAPTER V.

### YALE UNIVERSITY.

#### SECTION I.—FOUNDING AND EARLY YEARS UP TO REMOVAL TO NEW HAVEN.

##### PREPARATION FOR A COLLEGE.<sup>1</sup>

We have seen how New Haven's attempt to found a college in the early years failed, though hope that a college would come some day seems never to have deserted the lion-hearted Davenport. But the time had not yet come. First, the people were crushed by their unsuccessful struggle with Connecticut; then Davenport died; next, King Phillip's war exhausted the resources of the little colony; after that came the tyranny of Andros; and last, William and Mary's war. But a time for rest came in 1697 with the peace of Ryswick, and the colony had a chance to recover. The tradition of the college that was to have been founded lingered in New Haven, and when John Pierpont came to preach there and married Davenport's daughter, he took up the project and went into it with all the zeal possible. He was a man of far-reaching views, settled among a people of far more than average intelligence. Though the population of the town was less than one thousand, it had sent one man in every thirty of the Harvard graduates up to that date, while from the whole State one-eighth of the Harvard men had come. Pierpont soon associated with him two others, Rev. Mr. Andrew, of Milford, and Rev. Mr. Russel, of Branford, both in the old New Haven Colony, and these three went to work to establish a college. They had many difficulties. The population of the colony in thirty-four towns numbered not over 15,000, and these were not wealthy, but were chiefly small farmers. The distance and expense of sending boys to Harvard were among the chief reasons for founding another college, though the suspicion of a looseness<sup>2</sup> in Harvard's religious tenets undoubtedly moved men somewhat. Having been graduated themselves at Harvard, the projectors of this enterprise naturally enough asked for advice from Massachusetts, and from thence came a letter addressed to them by Cotton Mather.<sup>3</sup> This contained a plan for

<sup>1</sup> The illustrations of Yale buildings are made from photographs taken especially for this work and kindly presented by Edward F. Ayres, Yale College, 1888.

<sup>2</sup> Quincy Hist. Harvard University, I, 198.

<sup>3</sup> Woolsley's Hist. Discourse, 1850, pp. 83-86.

a "school of the churches," which was not adopted to any great extent, as it proposed that the college should be founded through the means of a synod of the churches—a plan not acceptable.

In May, 1701, the General Court<sup>1</sup> voted to hold its next session in New Haven, a thing which had not been done since New Haven had ceased to be the capital of a separate State. This was received with joy by the promoters of the college. They immediately set to work.<sup>2</sup> Rev. James Pierpont, of New Haven; Rev. Abraham Pierson, of Killingworth; Rev. Israel Chauncy, of Stratford; Rev. Thomas Buckingham, of Saybrook; and Rev. Gurdon Saltonstall, of New London, addressed a letter to Secretary Addington and Judge Sewall, of Massachusetts, on August 7, asking for their advice and for a draft for a charter. They also, either then or a little later, sent instructions as to what the draft of the charter should contain.<sup>3</sup> Whether Connecticut could give a charter was uncertain. Being itself a chartered body, would not doing so be a stretch of power without warrant? Harvard had lost its charter sometime since and had made several unsuccessful attempts to obtain another; and William and Mary, the only other college in the country, had obtained its charter from the monarchs whose names it bore. But Sewall and Addington answered favorably, giving joy to the Connecticut people.<sup>4</sup> As good orthodox men they said: "We should be very glad to hear of flourishing schools and a college in Connecticut, and it would be some relief to us against the sorrow we have conceived for the decay of them in this province. And as the end of all learning is to fit men to search the Scriptures, we make no doubt but you will oblige the rector to expound the Scriptures diligently morning and evening." The draft for a charter was generally accepted, except that the founders wisely struck out all reference to religion save in the preamble.<sup>5</sup>

Others were consulted on the subject; Gershom Bulkeley, of Wethersfield, answered unfavorably, but Increase Mather wrote aiding them, and Eleazar Kimberly, Secretary of the Colony, and John Eliot, a young lawyer of Windsor, gave opinions that a charter would be valid. The last said that "to erect such a school is neither repugnant to the laws of England nor an encroachment on the King's prerogative. No act or law (according to my sense of the matter) in any of the Plantations is deemed to be repugnant to the laws of England, unless it be contrary to an act of the Parliament of England, wherein such plantation is expressed or evidently intended, and I know of no act of Parliament which says such a school may not be erected in the Plantations." This letter was sent in the last of September to Mr. Pierson at Bran-

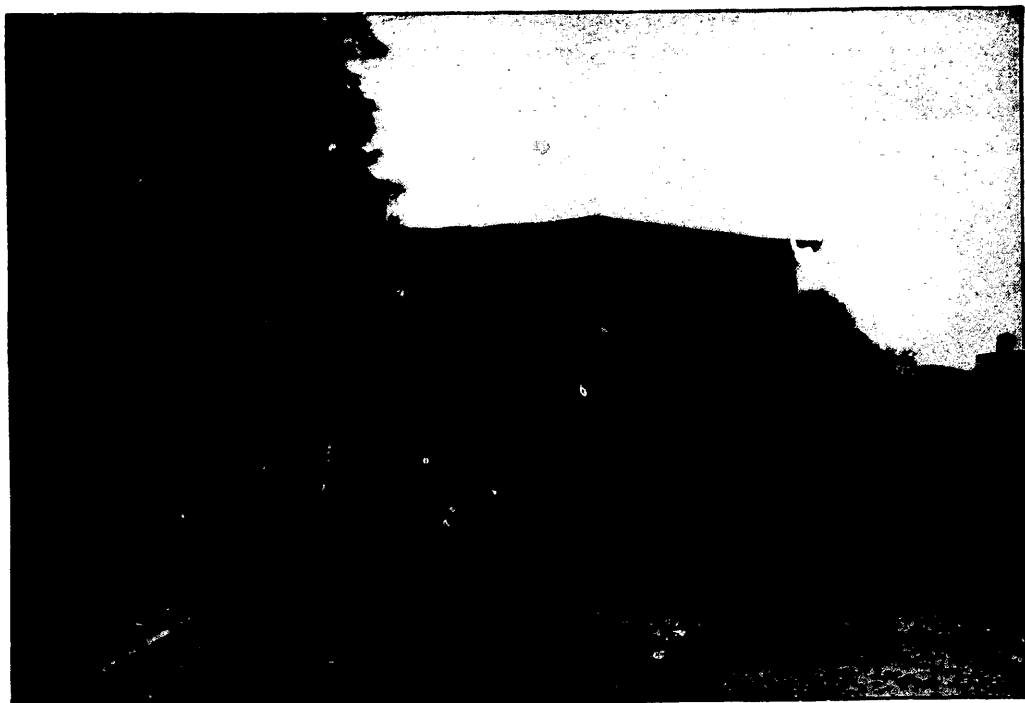
<sup>1</sup> Dexter, *Yale Annals*, 1.

<sup>2</sup> *Yale Annals*, 2.

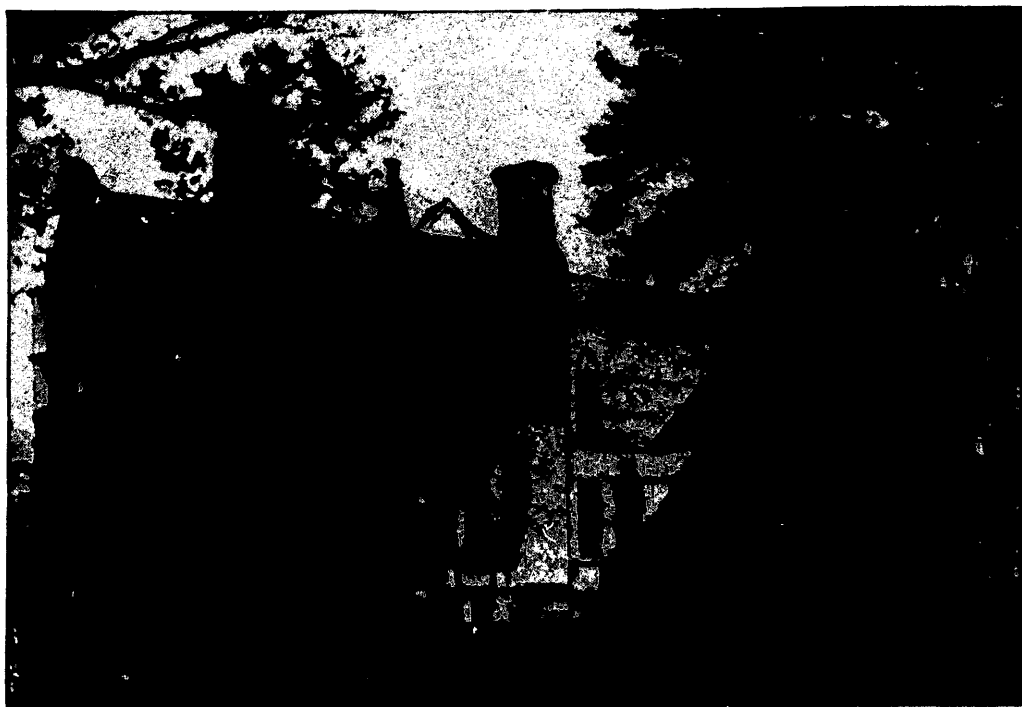
<sup>3</sup> Dexter, *Founding of Yale College*, New Haven Col. Hist. Soc. Colls., 5.

<sup>4</sup> N. H. Col. Hist. Soc. Colls. *Eccles. Const. of Yale College*, 407.

<sup>5</sup> *Founding of Yale College*, 7.



**HOPKINS GRAMMAR SCHOOL, NEW HAVEN.**



**ART SCHOOL AND RECTOR PIERSON'S STATUE—YALE UNIVERSITY.**

ford<sup>1</sup>, and it may have been that he was there together with the other ministers, deliberating at that famous meeting, to which each brought a few folios from his own library, and, laying them on Mr. Russell's table, said solemnly, "I give these books for the founding a college in this colony."<sup>2</sup> Thus humbly was Yale College begun, to broaden and widen, till it comes to-day nearer to being a National University than any other, drawing its students from the most widely separated parts of the country.

#### THE CHARTER.

On October 9 the legislature came together, and to it came the clergymen, on whose hearts lay the project of a college. They presented in due form a petition and a draft of a charter. Their aims were well expressed in the preamble of the charter as granted:

Several well disposed and Publick spirited Persons, of their sincere Regard to & zeal for upholding & Propagating of the Christian Protestant Religion by a succession of Learned & Orthodox men, have expressed by Petition their earnest desires that full Liberty and Priveledge be granted unto certain Undertakers for the founding, suitably endowing, & ordering a Collegiate School within his Maj<sup>ties</sup> Colony of Connecticut, wherein Youth may be instructed in the Arts & Sciences, who through the blessing of Almighty God may be fitted for Public employment both in Church and Civil State.

Who signed the petition is unknown, nor is it extant; but the purposes breathe a broad and generous spirit. This college was not founded, as many suppose, to be solely a theological school; but Pierpont and his associates bore along the thought of Davenport and remembered his idea of education was "the better training up of youth, that, through God's blessing, they may be fitted for public service hereafter either in church or commonwealth." The question which they faced then, as it must be faced to-day, was "how to make the best men of their graduates?" and, through the energy and faithfulness of men like these, we can say to-day that

It has been the glory of the American college that it has kept close to this view of its functions. Its curriculum has had this in view and, in its philosophical breadth, soundness, and completeness, has stood in marked contrast with the pedagogic, technical, and artificial limitations of the German gymnasium.

By their zeal these "Congregational Clergymen of Connecticut" interested Major James Fitch,<sup>3</sup> one of the assistants, and on October 16, he promised to give the inchoate college<sup>4</sup> some 637 acres of wild land in Killingly,<sup>5</sup> a remote part of the colony, and to furnish with-

<sup>1</sup> Yale Annals, 2.

<sup>2</sup> A list, only partially correct, of these books was made out by President Stiles in 1784 and published in the University Quarterly, II, 245.

<sup>3</sup> Dexter, Yale Annals, 12.

<sup>4</sup> Founding of Yale College, 17.

<sup>5</sup> Afterwards exchanged for lands in Salisbury. Before the exchange, the title to them was disputed by Messrs. Fisk & Leavens, and a troublesome lawsuit resulted. Conn. Rec., VI, 372, 446. Yale Annals. 260.



out cost the glass and nails for the college house. On that very day, probably, Connecticut granted this first college charter. It is a strange charter; the very name of the act is, not to found, but "to erect a Collegiate School,"<sup>1</sup> as if it had been founded before. Sewall and Addington had written, "We on purpose gave your academy as low a name as we could, that it might better stand in wind and weather," and so it was to be merely a collegiate school, not a college. All through the charter we see instances of this wariness and fear of surpassing the powers of the colony. The presiding officer is a rector, not a president; the assistants are tutors or ushers, instead of fellows; the diplomas are spoken of as "degrees or Licences;" and of Blackstone's five essential characteristics of a corporation, one at least, to have a common seal, was entirely lacking. By the charter, ten clergymen were appointed "Trustees, Partners, or Undertakers for the said School." They were Mr. James Noyes, of Stonington; Mr. Israel Chauncey, of Stratford; Mr. Thomas Buckingham, of Saybrook; Mr. Abraham Pierson, of Killingworth; Mr. Samuel Mather, of Windsor; Mr. Samuel Andrew, of Milford; Mr. Timothy Woodbridge, of Hartford; Mr. James Pierpont, of New Haven; Mr. Noadiah Russel, of Middletown; and Mr. Joseph Webb, of Fairfield. It was as representative a body as could be gotten together. All were clergymen; but then there was little learning outside of that order, and the fiction of a previous founding was thus best kept up, for all of those previously interested in it were of that profession.<sup>2</sup> They, as a whole, were the oldest of the clergy, from the most prominent towns, and quite evenly distributed among the different parts of the colony, though seven of the ten came from the seashore towns. There was no location mentioned for the proposed school; but they were "to erect, form, direct, order, establish, improve, and att all times, in all suitable ways, for the future, to encourage the sd. School" "and to employ the moneys or any other estate for the benefit of sd. Collegiate School." The number of trustees was to be not over eleven, nor under seven, and they were to be "ministers of the gospel, inhabiting within this Colony, and above the Age of forty years." Over the school they had "the oversight, full & compleat, Right, Liberty, power, & Priviledge to furnish, direct, manage, order, improve, & encourage from time to time." They might hold land, provided the income from it were not over £500 a year, "and any Goods, Chattels, Sum, or Sums of Money," which they should receive from any source. These they might sue for and recover, and employ the same to support and pay the rector and tutors, "As also, for the encouragement of the Students, to grant degrees or Licenses, as they shall see cause to order and appoint." The Colony gave them £120 country pay, worth about £60 sterling, as an annual grant, "until this Court order otherwise."

<sup>1</sup> Conn. Rec., IV, 363.

<sup>2</sup> Founding of Yale College, 13.

## ORGANIZING THE COLLEGIATE SCHOOL

On November 11 seven of the trustees met at Saybrook. They fixed the College there temporarily, as being most convenient for both the river and seacoast towns, in one class or the other of which most of the colony was comprised. They cast a complimentary vote for Mr. Chauncey, the eldest of their number, as rector, and on his declining chose Abraham Pierson, pastor at Killingworth. They also chose Rev. Samuel Russell, of Branford, as the eleventh trustee and made several rules. They resolved "to order and appoint, that there shall be, and hereby is, erected and formed a Collegiate School, wherein shall be taught the liberal arts and languages."<sup>1</sup> The rector is to ground well the students in theoretical divinity and have them recite weekly, from memory, the Assembly's Catechism in Latin and Ames' Theological Theses, "of which, as also Ames' Cases of Conscience, he shall make, or cause to be made, from time to time, such explanations as may (through the blessing of God) be most conducive to their establishment in the principles of the Christian Protestant religion." Other rules were made: the rector and tutors were to hold office during good behavior; for expulsion of students the consent of the trustees was necessary, and the rector, "with such neighboring ministers as he could obtain," should examine those desiring to enter, "and, finding them duly prepared and expert in Latin and Greek authors, both poetic and oratorical, as also ready in making good Latin, shall grant them admission."<sup>2</sup>

Tuition was to be 30 shillings annually for undergraduates and 10 shillings for graduates. For the present the degree of Bachelor of Arts was given for three years study, though a four-year course was intended as soon as possible. After three years more of study the degree of Master of Arts was to be given.

The rules of Harvard were to be used to supply deficiencies in those already made.<sup>3</sup> Indeed, of the first trustees, all were Harvard graduates but one, and he had received his education at the New Haven Hopkins Grammar School. They wished to make this college for Connecticut what their *alma mater* had been for Massachusetts, though they were hopeful of drawing students from that "neighboring province." It is often claimed that they wished merely to found a theological school; but having the above-mentioned fact in mind, and reading carefully the preamble to the charter, we shall see that this is much too narrow a view. They wished to fit youth "for public employment, both in church and civil state," and they did so. That it was not a theological school is shown by the fact that even of those who in the very earliest period went forth as ministers of the gospel only one did so without subsequent preparation.<sup>4</sup> It was a place for the training of clergy, but also of laymen.

<sup>1</sup> Eccles. Const. of Yale College, 409.

<sup>2</sup> Founding of Yale College, 18.

<sup>3</sup> Founding of Yale College, 20.

<sup>4</sup> Founding of Yale College, 23-27.

## THE FIRST SCHOLAR AND THE FIRST COMMENCEMENT.

During the winter little was done, but in March, 1702, Jacob Hemingway came over from East Haven as a freshman. He lived in Rector Pierson's house, in Killingworth, where indeed was the headquarters of the College till the rector's death, "and *solus* was all the College the first year."<sup>1</sup>

On April 8 the trustees had another meeting, when Rev. Mr. Pierson handed in an official acceptance, as "he durst not refuse such a service for God and his generation."<sup>2</sup> They granted him £20 for his "hitherto labour" and the "work for the present in his hand." They also desired him to move to Saybrook, which his congregation would not hear of, and promised him "entertainment" if he went to Saybrook before September.<sup>2</sup>

In September Mr. Nathaniel Lynde offered the college a small house and lot of land near the old burying ground in Saybrook, as long as the College should remain there, and thither the rector, trustees, tutors, and students migrated yearly for commencements, the College staying at Killingworth (now Clinton) the rest of the year. In this month John Hart came to Yale from Harvard, and a prospect of other students induced the trustees to employ the first tutor. He was Daniel Hooker, a young Harvard graduate, and received £50, "country pay [about \$400], besides the tuition money already ordered." Rector Pierson's salary was fixed at £120, as soon as he should remove to Saybrook, and then arrangements for commencement were made. "The Gentlemen of our Government, ministry of the Colony, Benefactors to the School, and all other persons of liberal education, with the parents and guardians of the candidates," might attend the august occasions; but the vulgar rabble were shut out.<sup>3</sup>

On September 16, in the house of the Rev. Mr. Buckingham, of Saybrook, occurred the first commencement of the Collegiate School. Four Harvard Bachelors<sup>4</sup> came forward, were examined, and granted the Master's degree, and one man, Nathaniel Chauncey, who had studied privately with his uncle, presented himself as a candidate for the Bachelor's degree. The old tradition runs: on examination he showed such knowledge and such thorough training that the trustees, struck with amazement, gave him not only what he asked, but the master's degree also, and so to-day he heads the list of Yale graduates.<sup>5</sup>

## RECTOR PIERSON AND HIS ADMINISTRATION. (1701-1707.)

In 1874 Charles Morgan offered to erect a statue of the first rector on the college campus in New Haven, and no representation of him could be found, so an ideal one had to be made.<sup>6</sup> His successor,

<sup>1</sup> Yale Annals, 23.

<sup>2</sup> Yale Annals, 6.

<sup>3</sup> Yale Annals, 7.

<sup>4</sup> Yale Annals, 9.

<sup>5</sup> Yale Annals, 10.

<sup>6</sup> Kingsley's Yale Book, 1, 29.

President Clap, says of him: "He was a hard student, a good scholar, a great divine, and a wise, steady, and judicious gentleman. He instructed and governed the infant college with general approbation." In 1868 a monument, 18 feet high, was erected in Clinton (the old Killingworth) to commemorate the spot where Yale began; but the best monument is the college itself. Pierson was born in 1645 and was graduated at Harvard in 1668. The rector took it upon himself to prepare a system of physics for the infant institution. This was probably little more than a working over of his old collegiate notebooks, and while it is scarcely true that he taught the Ptolemaic theory of the universe, he probably had not advanced so far as to accept the Newtonian, if, indeed, he had yet heard of it. His presidency was one long struggle between the trustees, who wished to have him remove to Saybrook, and his own people, who wished to keep him and to have him give up the college, till death solved the problem on March 5, 1707.<sup>1</sup>

During his rule the collegiate school prospered in a quiet way in spite of the war that was raging with the Indians and French. In 1703, John Hart, the first actual student who graduated, was the whole class, and was at once made tutor. During the year the students increased to some ten or eleven, and the legislature, in October, freed the students from taxes and military service.<sup>2</sup> At the same session it permitted the college to send through the Colony a "brief," or authorized appeal for money, "for procuring and upholding a tutor and for further promoting of the school, by building or otherwise."<sup>3</sup> In 1704 three graduated; £100 "county pay" was offered Rector Pierson if he would remove to Saybrook, to defray the expenses of the removal; and a system of fines was made "for the preventing of irreligion, idleness, and other immoralities."<sup>4</sup> In 1706 the college graduated two men who demand a passing mention. Jonathan Dickinson, the first president of the College of New Jersey, at Princeton, and the first also of that long line of college presidents to come from Yale, and Jared Eliot, physician and clergyman, successor of Rector Pierson in his pastorate, correspondent of Franklin, and in 1756 unanimously chosen Fellow of the Royal Society. In all, fourteen graduated while Rector Pierson lived.<sup>5</sup>

THE COLLEGIATE SCHOOL AT SAYBROOK—RECTOR, SAMUEL ANDREW  
(1707-1719).

After Rector Pierson's death the trustees chose Rev. Samuel Andrew (1707-1719), one of their own number, as rector. He was pastor at Milford and thither the seniors went to finish their instruction with him, while the two lower classes stayed at Saybrook, at first with one and

<sup>1</sup> Yale Annals, 59-64.

<sup>2</sup> R. D. Smyth, College Courant, 1868. Conn. Rec., IV, 440.

<sup>3</sup> Conn. Rec., IV, 454.

<sup>4</sup> Yale Annals, 18.

<sup>5</sup> R. D. Smyth, College Courant. Yale Annals, 45-56.

then with two tutors.<sup>1</sup> The library was brought to Saybrook and Rector Andrew, corresponding with the tutors during the year, came over "to moderate" at commencement. This left things in worse case than before; the collegiate school was now in two sections, 40 miles apart. Mr. Andrew was probably chosen rector partly from the experience he had gained in teaching at Harvard from 1679 to 1684. (He graduated there in 1675.)

#### THE SAYBROOK PLATFORM.<sup>2</sup>

In December, 1707, Rev. Gurdon Saltonstall was chosen governor. He was strongly in favor of the adoption of a platform for church government which should be midway between the "strict Congregationalism" of Massachusetts and the Presbyterianism of the Middle States.<sup>3</sup> Through his influence a "meeting of pastors and lay messengers" occurred at Saybrook at the college commencement. Twelve ministers were there, and nine of these were among the trustees, so that the synod was scarcely more than a meeting of that body under another name. They drew up a "confession of faith, heads of agreement, and articles of discipline," which were accepted and have governed the "consociated churches of Connecticut" till this day. Nay, more than this, it is even claimed by historians that this platform largely influenced the deliberations of our forefathers in forming the Federal Constitution.<sup>4</sup> To the confession of faith contained therein all officers and trustees of the college were required to consent for many years; indeed, till some time in the early part of this century. Then all tests were removed, probably under the influence of the founding of another college in the State.

#### EARLY GIFTS.

The war, from 1710 to 1713, drained the colony of money and caused the classes to be exceedingly small; but, in spite of this, the friends of the college got the state to increase its grant.<sup>5</sup> In October, 1712, an act was passed giving "£100 in money or bills of credit of this Colony," which was an enlargement of about 25 per cent over the old grant.<sup>6</sup>

In 1713 a long-standing boundary dispute between Massachusetts and Connecticut was settled by the granting to Connecticut of 105,793 acres of wild lands in the western part of Massachusetts. Here was a chance for the colony to aid the college, which Governor Saltonstall, its constant friend, was quick to see; and when the general assembly met

<sup>1</sup> Yale Annals, 64.

<sup>2</sup> See Bacon's "Historical Address" in Contributions to Eccles. Hist. of Conn., pp. 1-72. Trumbull's Hist. of Conn., 1, 504-515.

<sup>3</sup> At a meeting of the trustees in Guilford in 1703 something of the sort had been discussed.

<sup>4</sup> Baneroff, Hist. of U. S.

<sup>5</sup> Conn. Rec., v, 353.

<sup>6</sup> Trumbull's Connecticut, 1, 471.

and ordered the land to be sold, £500 of the purchase money was appropriated "to the trustees of the collegiate school for the building of a college house."<sup>1</sup>

The sale took place in the next spring (1716), and the land was sold for £683, equal to \$2,274 in our currency, a ludicrously low price even for those days.

Private beneficence had also aided the infant college. Jeremiah Dummer, appointed agent in England for the colony in 1712, was appealed to at once by the zealous Pierpont to aid the collegiate school.<sup>2</sup> Two years later, "by the bountiful and liberal donation of divers well-spirited gentlemen in Brittain, procured by Mr. Jeremiah Dummer, agent for this colony, we had a very valuable and considerable library of choice books sent to us." Nine boxes of them came in the fall of 1714, but these could not have contained all the 700 volumes,<sup>3</sup> a list of which is happily preserved. A remarkable list it is, showing how the great authors of England had been induced to give their works to the struggling college in the far-off plantation. Sir Richard Steele heads the list with his *Tatlers* and *Spectators*, and Sir Isaac Newton, Dr. Bentley, Dean Kennet, Mathew Henry, Edmund Calamy, and Sir Richard Blackmore (the poet-laureate, who came "in his own chariot"), all follow. Others gave works not their own, among them Sir Edmund Andross, Sir Francis Nicholson, and Dummer himself, who sent 92 volumes. Governor Yale's name also appears here for the first time, but he has as yet "done very little, considering his estate and particular relation to your colony." Sir John Davie, who had been a New London farmer till he suddenly succeeded to a baronetcy, would not send with Dummer's collection, but soon after forwarded about 200 books, mostly theological, in six boxes. Dummer's collection was very valuable, for, although a little over one-half were on theological subjects, the rest contained many works of history, biography, travels, English literature, and science. The receipt of these books probably induced the two unsuccessful applications to the general assembly for money to build a new college house, which were made within a year.<sup>4</sup>

#### COURSE OF STUDY.

In 1779 Benjamin Lord, of the class of 1714, wrote to President Stiles, describing the old curriculum. A few sentences are worth copying to show the difference between the old course of study and that pursued to-day:

Books of the languages and Sciences recited in my Day were Tully and Virgil, but without any notes; Burgersdicius and Ramus's Logick also Heereford's set Logic &c; Pierson's manuscript of Physicks. We recited the Greek Testament; knew not Homer &c; recited the Psalms in Hebrew; the greatest proficient in the Hebrew and in the other Languages also, was Dr. Johnson. We recited Ames' <sup>5</sup> Medulla, on Saturdays, and also his Cases of Conscience; sometimes the two upper classes used to dispute syllogistically twice or thrice a week."

<sup>1</sup> Conn. Rec., v, 529.

<sup>2</sup> Yale Annals, 109.

<sup>3</sup> Yale Annals, 141.

<sup>4</sup> Yale Annals, 142-144.

<sup>5</sup> A Puritan Chaplain at the Hague (Woolsey), Yale Book II.

The very names of most of these writers are forgotten, and yet great men grew into their full stature with such a training. One of them, of this very class, was the Dr. Samuel Johnson referred to above. He was born at Guilford in 1696, and after graduation became tutor in the college, and later pastor at West Haven. Then, going over to the Episcopal church, he went to England for ordination, was made master of arts at both Oxford and Cambridge, and returned to preach at Stratford, leaving later to become first president of Kings (now Columbia) College in New York in 1753. He was made a doctor of divinity by Oxford in 1743.<sup>1</sup>

The course of study was extended to four years about 1710, or 1711.

#### DISSATISFACTION WITH SAYBROOK.

Rev. Mr. Buckingham, of Saybrook, one of the trustees, kept some oversight of the school till his death, in 1709, and then it was left entirely in the tutor's care through the year. Rev. Mr. Pierpont, the founder, died in 1714, and, his powerful influence being removed, trouble began. The legislature by its gift for a building led those who wished to have the school moved to go to work immediately. The students found Saybrook inconvenient, as some of them had to live a mile from the college.<sup>2</sup> The tutors were young and inexperienced. The trustees themselves were not a unit as to the location; some wished to keep it at Saybrook, some to move it to New Haven, and some to move it to Hartford or Wethersfield. The last party were accused of fomenting the discontent of the students. On April 4, 1716, the trustees met and heard the complaints of the students. Those from the interior of the State claimed that it was a hardship for them to go to Saybrook, when they could obtain better advantages nearer home.<sup>3</sup> The trustees finally voted to call a resident rector, to build, and to allow the seniors to finish their course wherever they desired. This last vote was intentionally misconstrued and "many of the students repaired to their respective homes, and where they might have instruction to their minds, a considerable number of them gathering at Wethersfield."<sup>4</sup> There was the Rev. Elisha Williams, a young Harvard graduate, probably recommended to the dissatisfied students by the two up-river trustees. At the May session of the legislature, a petition was presented by these two and two more Hartford men "in the name of many others." It laments "the present declining and unhappy circumstance in which that school lies, and the apparent hazard of its being utterly extinguisht, unless some speedy remedy be apply'd." Going further, it states that, "as the want of money has always been one reason of its continuing so long in an unsettled posture, it has

<sup>1</sup> This was the first doctorate won by Yale's graduates.

<sup>2</sup> Clap's Annals, 16.

<sup>3</sup> Trumbull's Conn., ii, 23.

<sup>4</sup> Yale Annals, 148.

been proposed to the people of this town (Hartford) to signify, by their subscriptions, what they are willing to contribute on this occasion." They state that the people of Hartford have "advanc't such sums as, by a due improvement, may hopefully put said school into a flourishing condition," and ask to have it transferred thither. Further on, they state the sum subscribed as between six and seven hundred pounds, and that they hope to increase it to over a thousand. As to Hartford's advantages, they cite that it is "more in the center of the colony; is surrounded with many considerable towns, upon which account it may easily be supposed that the number of students will be much greater than if it were at any other place, which has not the like situation; several persons of distinction in the neighboring province have assured us," not only to aid with money, "but also that they will send their youth hither for their education;" and lastly, "they have a fair prospect of having the school supply'd with able and sufficient tutors."<sup>1</sup> As the assembly had no power over the trustees, this could only have been to obtain the legislature's opinion, and that body summoned the trustees to appear the next Wednesday to "show the difficulties and what may by them be thought expedient to be done therein."<sup>2</sup> These two Hartford trustees had agreed to the votes at Saybrook two weeks before, so that their present conduct was "unaccountable" and "caused a mighty commotion." Six trustees came to the general assembly; of the rest, one was bedridden, the others said the summons was illegal. The six present induced the assembly to wait till October, promising them that if they had not "universally agreed on a place for the college by the next commencement, they would let the legislature name one."<sup>3</sup> A few students staid at Saybrook till the smallpox broke out, and then they moved to East Guilford (now Madison) with the single tutor who still remained of the faculty, and studied with him and Rev. John Hart (class of 1703) till commencement.<sup>4</sup>

#### THE COLLEGE RENT IN TWAIN—NEW HAVEN AND WETHERSFIELD.

At commencement, September 12, 1716, seven trustees met, and, after trying to unite on Saybrook, finally voted, five to two, to move to New Haven rather than Hartford, and then adjourned to meet in New Haven the day before the general assembly met. Meanwhile the towns endeavored to raise money so as to obtain the college. Johnson, in his invaluable manuscript history of the college, says Saybrook raised £1,200 or £1,400; "Hartford endeavored, but could make no hand of getting money, at least not so much as they could think worth the mentioning;" New Haven subscribed £1,500 or £2,000. The proprietors of the undivided lands in New Haven granted, on July 30, 8 acres "to the school if it comes here," and on December 24 the same amount ad-

<sup>1</sup> Connecticut Records, v, 550.

<sup>3</sup> Yale Annals, 150.

<sup>2</sup> Connecticut Records, v, 551.

<sup>4</sup> Trumbull's Conn., II, 23.



ditional in the Yorkshire quarter."<sup>1</sup> At the October meeting of the trustees they voted "that, considering the difficulties of continuing the collegiate school at Saybrook, and that New Haven is a convenient place for it, for which the most liberal donations are given, the trustees agree to remove the said school from Saybrook to New Haven, and it is now settled at New Haven accordingly." Five voted aye; the two up-river men no; the eighth preferred it should stay at Saybrook, but if it must move he chose New Haven in preference to Hartford.<sup>2</sup> There was one vacancy in the board, one of the two absentees was bedridden and in his second childhood, but could not be removed owing to an imperfection in the charter, and the remaining one added his approval to the vote in writing in December.

About £125<sup>2</sup> had been in the treasury, and with that and the money from the "equivalent lands" granted by the Colony they determined to erect a college and a rector's house at New Haven. The governor and deputy governor were to be asked "concerning the architectonick part of the buildings," and new tutors were appointed.<sup>3</sup> The East Guilford students came to New Haven, but the Wethersfield ones obstinately kept on with Mr. Elisha Williams, and three or four still tarried at Saybrook with Mr. Azariah Mather, the minister there.

January, 1717, saw preparations for the college hall begin; but the Hartford men were not idle. In December, at town meeting, the deputies were instructed to "offer a remonstrance against the settlement of the collegiate school at New Haven." Their grounds of complaint were that the counties of Hartford and New London, being more populous than the other two, paying most of the cost of the college, and having furnished the greatest number of students, "had reason to expect that in appointing the place of the school, good respect should be had to them."<sup>4</sup> A reply was drawn up to this, probably by Governor Law, and published soon after. It recites some of New Haven's advantages, as being near the "Western Governments," and hence likely to draw students thence, as New York and New Jersey had no colleges; as having subscribed more money; and, as on the seacoast, being more easy of access from all parts than inland Hartford.<sup>5</sup>

A little later, in April, the trustees met again in New Haven, the two Hartford men being absent, and voted to place the college building on Mrs. Coster's lot, which had been bequeathed by her to the New Haven church. In September this lot was sold to the college for £26, bills of credit, which, as these were at 50 per cent discount, was merely a nominal price. This was the beginning of the Yale campus, and is where the far-famed fence corner was and the new Osborn recitation hall is now.<sup>5</sup>

<sup>1</sup> Yale Annals, 159.

<sup>2</sup> Trumbull's Conn., II, 24.

<sup>3</sup> Yale Annals, 160.

<sup>4</sup> Yale Annals, 161.

<sup>5</sup> Yale Annals, 162.

In May, Rev. Mr. Woodbridge, of Hartford, again asked the assembly to fix a place for the college. The lower house voted "to have it settled in some place at or near Connecticut River;" but the upper house refused to concur.

The split widened. At commencement in New Haven, Rector Andrew presided, and four graduated;<sup>1</sup> but the dissatisfied party also had a commencement at Wethersfield, and Mr. Woodbridge gave one man a degree there.<sup>2</sup>

#### THE STRUGGLE FOR THE COLLEGE.

The legislature met on October 10; but two days before, the trustees, to hasten matters, had raised the frame of the college house, inviting a master carpenter of reputation from Boston to superintend the building.<sup>3</sup> After the general assembly came together it summoned the trustees before it, at the instigation of the Hartford party, and nine of them appeared. Six of these drew up a memorial showing their reasons for moving the college. The Hartford party claimed the votes for moving were illegal. The New Haven men answered this, and the question came up on October 24 for a vote.<sup>4</sup> The upper house, under Saltonstall's influence, resolved "that the objections against the vote of the trustees were insufficient."<sup>5</sup> The lower house, putting the question of location to vote, gave their voice for Middletown, a place halfway between the contending points, by a vote of 35 to 32, and 6 for Saybrook. As the two houses disagreed, the trustees begged to be allowed to present their case before a joint meeting, which took place October 26. Tutor Johnson, who was probably present, left an account of it. He states:

The Upper House, all as one man, agreed that they would advise the Trustees settling the School at New Haven to go on with it, esteeming their cause just and good, and they sent it down to the Lower House, where there were great throes and pangs and controversy and mighty strugglings; at length they put it to a vote and there were six more (36 to 30) for the side of New Haven than the contrary; the major part thus joining with the Upper House to advise the Revd. Trustees to go forward with the College at New Haven. And thus at length the up-river party had their will, in having the School settled by the General Court, though sorely against their will, at New Haven, but many owned themselves fairly beat.<sup>6</sup>

Not all did so, for the agitation was still to continue. The legislature voted to divide its yearly grant among the several instructors at Wethersfield, New Haven, and Saybrook, "according to the number of scholars taught by them."<sup>7</sup> The trustees now invited the Weth-

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<sup>1</sup>The grandiloquent salutatory of George Griswold, pronounced then, is the earliest extant document of the kind. Part of it is printed in *Magazine of American History*, XI, 143.

<sup>2</sup>Yale Annals, 163.

<sup>3</sup>Chandler's *Life of S. Johnson*, 13.

<sup>4</sup>Yale Annals, 174.

<sup>5</sup>Trumbull's *Connecticut*, II, 26.

<sup>6</sup>Yale Annals, 175; *Connecticut Record*, VI, 30-38.

<sup>7</sup>Connecticut Records, V, 38.

ersfield students to come down, chose their instructor, Mr. Smith, a tutor, and wrote a letter to Mr. Dummer, describing their "splendid collegiate house," which was to be "in length 10 rods, in breadth 21 foot wide, and near 30 foot upright," and to contain a "spacious hall and an equally spacious library."<sup>1</sup> He answered the letter, in a substantial way, by sending over 76 volumes the next spring. The Wethersfield party did not give up at once; they encouraged the students to remain away from New Haven and, when the general assembly met at Hartford in May, they induced the lower house to vote that the college "must be settled somewhere near Connecticut River, and that it be recommended to the reverend trustees that the commencements be, interchangeably, one year at Wethersfield and one at New Haven."<sup>2</sup> But this, like all other measures against the trustees, was not acquiesced in by the upper house. On September 12, 1718, the "dissatisfied party" held a commencement at Wethersfield. Five graduated there, and Rev. Mr. Woodbridge, presiding, gave them certificates, signed by himself and other ministers present, that they were worthy of the degree of bachelor of arts.<sup>3</sup>

#### GOVERNOR ELIHU YALE.

Just before the commencement this year, came news from England which fixed the college firmly at New Haven and gave it the name it now bears.

Governor Theophilus Eaton married, as a second wife, Anne, the widow of David Yale, of Wales, and brought his stepson, David Yale, with him, when he settled New Haven.<sup>4</sup> A sister of young Yale married Governor Edward Hopkins, whose beneficence we have already referred to. David was not suited with New Haven and, about 1644, moved to Boston and settled there as a merchant. A son, whom he named Elihu,<sup>5</sup> was born to him on April 5, 1649. While the boy was only a few years old his father went back to England and settled there. The boy grew up and, when about 21, went to Madras, India, to make his fortune as a merchant. He entered the employ of the East India Company and worked his way up till he was made governor or president of Madras.<sup>6</sup> It was a position which offered endless opportunities for wealth, both legitimate and otherwise, and it would seem that Yale used them all. He was a man unscrupulous in conduct and of lax morality, yet even then he was recognized as philanthropic, for the company desired him "to set on foot *another* generous,

<sup>1</sup> Yale Annals, 175.

<sup>2</sup> Connecticut Records, vi, 30. Trumbull's Connecticut, II, 27.

<sup>3</sup> Trumbull's Connecticut, II 27.

<sup>4</sup> Dexter's Governor E. Yale, 227. N. H. Col. Hist. Soc. Colls.

<sup>5</sup> Governor E. Yale, 228.

<sup>6</sup> Governor E. Yale, 234.

charitable, work."<sup>1</sup> He married and had three daughters and an only son, who died young. Finally, on account of various charges, he was recalled in 1692. He returned to England enormously wealthy. In May, 1711, Dummer writes Rev. Mr. Pierpont that Governor Yale is sending to New Haven for a nephew to make him his heir. He adds: "He told me lately that he intended to bestow a charity upon some college in Oxford. But I think he should rather do it to your college, seeing he is a New England and, I think, a Connecticut man."<sup>2</sup> This is our first reference to Yale in this connection, and we have seen how Dummer, following up his own suggestion, obtained books from him.

This wondrous building which we have seen the trustees were raising more than drained their resources and, long before they had it ready for the cerulean coat which they gave it, they were at their wits' end. Probably they appealed to Cotton Mather in their distress, for he wrote in their behalf to Governor Yale, January 14, 1718.<sup>3</sup> In this letter the name Yale College appears for the first time. He said:

SIR: Though you have felicities in your family, which I pray God continue and multiply, yet certainly, if what is forming at New Haven might wear the name of YALE COLLEGE, it would be better than a name of sons and daughters; and your munificence might easily obtain for you a commemoration and perpetuation of your valuable name which would indeed be better than an Egyptian pyramid.<sup>4</sup>

The good puritan divine never said truer words. The name of Yale lives, because he heeded this appeal and gave a portion of his immense wealth to the almost despairing college. Dummer was still at work "to get a present from Mr. Yale for the finishing the college," and some of these efforts bore fruit; for, on June 11, Governor Yale sent to Boston three bales of valuable goods to be sold for the college; a portrait of George I, which the college still has; the royal coat of arms,<sup>5</sup> and a case of books. The value of the whole was about £800, of which £562 were received for the sale of goods and used for the hall they were building.<sup>6</sup> It seems small to us in comparison to endowments to-day, but we must remember that the college received no greater gift from an individual for over a century, and that the gift came at a critical time.<sup>7</sup> Without this gift the trustees could not have finished the building at once and every moment of delay would have strengthened the Wethersfield faction.<sup>8</sup> This gift crushed it forever. News of the gift came to New Haven just before commencement.

<sup>1</sup> Governor E. Yale, 236.

<sup>2</sup> Governor E. Yale, 240.

<sup>3</sup> Governor Yale, 241.

<sup>4</sup> Quincy's Harvard College, I, 524.

<sup>5</sup> Destroyed during the Revolution.

<sup>6</sup> Governor E. Yale, 242.

<sup>7</sup> In 1837 Dr. Alfred E. Perkins gave \$10,000 for the library.

<sup>8</sup> Governor E. Yale, 242.

## YALE COLLEGE.

On the 12th of September, 1718, there was a splendid commencement. The governor, deputy governor, many of the legislature and of the judges, besides the less distinguished throng were there. Lieutenant-Governor William Tailer, of Massachusetts, to whom the goods had been consigned, was present at the festivities.<sup>1</sup> The new building was dedicated and named, from the generous donor, Yale College. The sonorous Latin periods stand on the records to-day, "Consentimus, statuimus, et ordinamus nostras ædes academicas patroni munificentissimi nomine appellari atque Yalense Collegium nominari."<sup>2</sup> Col. Tailer represented Governor Yale in a speech, expressing his great satisfaction. Eight graduates received diplomas and performed their "Disputations." Governor Saltonstall and Rev. John Davenport (one of the trustees) delivered Latin orations. "All which ended, the gentlemen all returned to the college hall, where they were entertained with a splendid dinner, and the ladies, at the same time, were also entertained in the library. Everything was managed with so much order and splendor that the fame of it extremely disheartened the opposers and made opposition fall before it."<sup>3</sup>

The legislature joined with the vote of thanks to Governor Yale, and, three years later, in February, 1721, Dummer writes to Governor Saltonstall that Mr. Yale has shipped another £100 worth of goods for the college. "This, however, is but half what he promised me a month ago, when he assured me he would remit you £200 during his life and make a settled annual provision to take place after his death. Poor old gentlemen are forgetful."<sup>4</sup> It was not forgetfulness, but death, which caused the college to lose further donations, for Governor Yale died on July 8, the same year. In his will he left £500 to the college, but for some reason the will could not be probated and the college lost it. What he did give was enough to fix the college at New Haven and make it certain that the college would live. A picture of him, sent over years later by his great-grandson, Dudley North, had a Latin inscription appended to it, the last distich of which appears to-day, with an engraving of the governor, on the cover of the old "Yale Literary Magazine."<sup>5</sup>

Dum mens grata manet, nomen laudesque Yalenses  
Cantabunt soboles unanimique patres.

In English, "While the mind remains grateful the children and fathers, with united heart, shall sing the name and praises of Yale."

<sup>1</sup> Governor E. Yale, 243.

<sup>2</sup> Trumbull's Connecticut, II, 28. In English, "We agree, determine, and decree that our college house be called by the name of the most beneficent benefactor and be named Yale College."

<sup>3</sup> Yale Annals, 178.

<sup>4</sup> Governor E. Yale, 244.

<sup>5</sup> Governor E. Yale, 247.

## SECTION II.—GROWTH OF THE COLLEGIATE SCHOOL (1718-1745.)

## THE UNITED COLLEGE.

When college came together, after the vacation, the new building was occupied for the first time. It was wooden, three stories high, had a steep-roofed attic with dormer windows, and is said to have cost £1,000.<sup>1</sup> There were three entries, a room for dining hall and chapel, a library, twenty-two studies, with adjacent bedrooms for two or three students, and a one-story kitchen. It stood till the Revolution and was rather imposing, with "an air of grandeur."<sup>2</sup> As a compliment to the upper house, it was invited to use the library for its next session, and did so. At this time an act was passed to put an end to all quarrels about the college.<sup>3</sup> It provides that the state grant shall be distributed proportionally among the teachers as before; that Wethersfield graduates are to have their diplomas from Yale College, and the undergraduates there are to be admitted to the same standing at New Haven; that Hartford is to have £500 for a statehouse to solace her, and Saybrook £50 for her school; the governor and council are to provide for bringing the library to New Haven; and "the scholars at Wethersfield" are to "come down" thither.<sup>4</sup> To show that union was restored, £50, given by Hon. Jahleel Brenton, of Newport, R. I., for a college at Hartford, were received by the Yale trustees "by the hand of one of the Hartford gentlemen."<sup>5</sup>

The next task was to get the library from Saybrook, and the council, on October 28, sent an order to Mr. Daniel Buckingham, son of the former pastor there, "to deliver to the rector, or his order, the books and papers belonging to that college,<sup>6</sup> which were left in his house when the said college was moved to New Haven." In pursuance of this the trustees demanded the books and were refused them, Buckingham declaring "he did not know that he had any books belonging to Yale College [seeming to deny the new name], but when he did and should receive authentick orders he would deliver them."<sup>6</sup> The sheriff was ordered to bring Mr. Buckingham before the council,<sup>7</sup> which was done the next day, December 3, but he was obstinate, and finally they made him give bond to answer to the legislature for his conduct. The sheriff further was directed "to demand the said books and, upon his refusal, to enter into the house and deliver them to the rector, or to Mr. Samuel Russell, of Branford, or Mr. Thomas Buggles, of Guilford."<sup>8</sup> He went at once, but was threatened that if he entered "it should be

<sup>1</sup>It should be remembered that Yale College was strictly only the name of the building till the new charter, in 1745.

<sup>2</sup>Yale Annals, 198.

<sup>3</sup>Yale Annals, 199.

<sup>4</sup>Connecticut Records, vi, 83.

<sup>5</sup>Connecticut Records, vi, 91.

<sup>6</sup>Connecticut Records, vi, 92.

<sup>7</sup>The council was meeting at Saybrook.

<sup>8</sup>Connecticut Records, vi, 93-94.

upon his peril,"<sup>1</sup> and so went back for advice. At last he entered the house by force, found the books, and got an order authorizing him to impress men and carts and oxen to carry the books to Guilford and deliver them at Capt. Janna Meigs's house to Rev. Thomas Ruggles. The council further issued a proclamation that all having books belonging to the collegiate school should return them at once.<sup>2</sup> So high ran feeling in Saybrook on this matter that bridges on the route were destroyed, carts broken down, oxen turned loose, and other attacks made, so that two hundred and sixty volumes and some valuable papers were lost, though over one thousand volumes reached New Haven.<sup>3</sup>

In December all the Wethersfield students came to New Haven, but the next month went back, alleging Tutor Johnson's insufficiency.

RECTOR TIMOTHY CUTLER (1719-1722).

In view of this the governor summoned the council and trustees to meet at New Haven in March. The Hartford trustees refused to come, saying they "had not advised the scholars in their going to or coming from New Haven,"<sup>4</sup> and others were detained by sickness, etc., so that only four or five were there. The council deliberated for three or four days. The trustees told them that Mr. Johnson "was well known as a gentleman of sufficient learning, and that they can not but look upon it as a very unworthy part in them if any of those that have deserted the college have endeavored to scandalize a gentleman in such a manner." Moreover, they "had been endeavoring to procure a rector to reside at the college, but unsuccessfully," and were of the opinion that it was "highly necessary to procure, immediately, some gentleman to be resident there, as a rector *pro tempore*."<sup>5</sup> The council agreed with them, and advised them to do so at once. The trustees present then stated "they had considered that matter and resolved that the Rev. Mr. Timothy Cutler, minister of Stratford, was a person of those qualifications; that they could not but think him very proper to take charge of the tuition and government of the students in Yale College." The council approved of this, and said:

It would prove an expedient universally acceptable to the colony and to all persons who have been under any uneasiness respecting the state of that college and prove a good means to put an end to the contentions which are unhappily arisen for want of such a person residing there.<sup>6</sup>

Rev. Mr. Cutler was Rector Andrew's son-in-law, so the change was not unpleasant to him. Born in Massachusetts, he was graduated from Harvard in 1701 at the age of 17 and, eight years later, had been called to Stratford. It is probable he was already uneasy in a pastorate, and therefore glad to escape to the college. He was not displeasing to the Hartford men, so the disaffected students returned in June and the

<sup>1</sup> Connecticut Records, vi, 96.

<sup>2</sup> Connecticut Records, vi, 97.

<sup>3</sup> Trumbull's Conn., ii, 32; Yale Annals, 200.

<sup>4</sup> Connecticut Records, vi, 99.

<sup>5</sup> Connecticut Records, vi, 100.

<sup>6</sup> Connecticut Records, vi, 101.

trustees the same month voted him a salary of £140. At commencement his temporary appointment was made permanent by formal vote.<sup>1</sup> A month later the legislature freed him from all taxes, while holding his office. President Stiles says of him: "He was an excellent linguist, he was a great Hebrician and Orientalist." He was "a fine Arabic scholar, a good logician, geographer, and rhetorician; in the philosophy and metaphysics and ethics of his day he was great; he was a noble Latin orator; he was of commanding presence and dignity in government; he was a man of extensive reading in the academical sciences, divinity, and ecclesiastical history; he was of a high, lofty, and despotic mien; he made a grand figure as the head of a college."<sup>2</sup> With this paragon at its head, the career of the college seemed destined to be prosperous.

To satisfy his old parishoners the college bought from him his house and home lot there and gave them to the people.<sup>3</sup> For his accommodation, the college went to work to build a "rector's house;"<sup>4</sup> after several unsuccessful attempts obtained a "brief," authorizing the collection of money from the legislature;<sup>5</sup> raised about £100 thereby, and in October, 1721, got an act passed that "what shall be gained by the impost on rum for two years next coming shall be applied to the building of a rector's house for Yale College."<sup>6</sup> Lest this should not be enough—and it eventually brought in about £300—"two articles of debt to the colony" were given in the next May.<sup>7</sup> With this aid the house was built on Rev. Mr. Hooke's lot, where now the College Street Church stands. This lot was given by Mr. Hooke to the church and by it sold to the college for £43. The house cost about £600,<sup>8</sup> "bills of credit," and was finished in the summer of 1722.<sup>9</sup> It was sold in 1801 and taken down in 1834.<sup>10</sup>

#### THE GROWING COLLEGE.

In May, 1719, just after Cutler's election, the general court granted £300 from the sale of lands to be paid to the college, £40 annually for seven years: "Provided no other income that may happen to appertain to said college be sufficient for the encouragement of said college, before the seven years be expired."<sup>11</sup> This same year room rent is fixed at 20 shillings; graduates are to pay the same amount for diplomas; the weekly charge for diet, sweeping, and making beds is 4 shillings and

<sup>1</sup> Yale Annals, 202-203. Trumbull's Conn., II, 32. Connecticut Records, VI, 159.

<sup>2</sup> Yale Annals, 272.

<sup>3</sup> Trumbull's Conn., II, 33. The price paid was £80 sterling.

<sup>4</sup> Connecticut Records, II, 256, 260, 267.

<sup>5</sup> Yale Annals, 237.

<sup>6</sup> Connecticut Records, II, 283.

<sup>7</sup> Connecticut Records, VI, 325-337. These amounted to £99; whether anything was realized from them is unknown.

<sup>8</sup> Equal to £260 sterling.

<sup>9</sup> Yale Annals, 259.

<sup>10</sup> Yale Book, I, 463 *et seq.*

<sup>11</sup> Connecticut Records, II, 125, 130, 214.



4 pence. There are now about 40 students. One of these is Jonathan Edwards.<sup>1</sup> He writes this summer, "I take very great content under my present tuition, as all the rest of the scholars seem to do." He graduated in 1720 at the head of his class, preached, became tutor, pastor at Northampton, and later at Stockbridge, Mass., was chosen president of the college of New Jersey, and died there 1758. He was the most eminent graduate of the college, the greatest theologian of his century, the ablest metaphysician of the period between Leibnitz and Kant. Sir James Mackintosh said of him:

His power of subtle argument, perhaps unmatched, certainly unsurpassed among men, was joined, as in some of the ancient mystics, with a character which raised his piety to fervor.<sup>2</sup>

From a letter of his we learn the interesting fact that mathematics<sup>3</sup> was studied from the far-famed text-books of Alsted's Geometry and Gassendus's Astronomy.<sup>4</sup>

On Sundays the students, for many years, attended services in the Congregational Church, having seats reserved them in the gallery and paying a shilling a year apiece for them. All seemed pleasant; but a thunder-storm was at hand.<sup>5</sup>

#### THE FACULTY'S CHANGE OF FAITH.

The early settlers of Connecticut were all Congregationalists, with a few stray Quakers or Rogerenes. But about the beginning of the eighteenth century the Episcopal Church began to effect a lodgment in the colony, and established a small church at Stratford, the town whence Rector Cutler went to take charge of the college. Before he left, as he stated later, "he had been many years of this persuasion, and, therefore, he was the more uneasy in performing the acts of his ministry at Stratford, and the more readily accepted the call to a college improvement at New Haven."<sup>6</sup> But to announce such beliefs was too serious a step to be taken at once, and for years he kept them secret. On May 28, 1722, came the first rumors of the events to follow. Then Rev. Mr. Joseph Morgan, who had been traveling in Connecticut, wrote to Cotton Mather:

I hear some in Connecticut complain that Arminian books are cried up in Yale College for eloquence and learning and Calvinists despised for the contrary.<sup>7</sup>

<sup>1</sup> A copy of Locke in the college library is said to have turned his attention to philosophy. Locke was used as a text-book at Yale 1717-1825, when Dugald Stewart's Elements succeeded it. Edwards, on "The Will," was used at Yale eight years after it appeared. (Yale Book, I, 387. N. Porter, Yale Annals, 213.)

<sup>2</sup> Yale Annals, 218-226.

<sup>3</sup> These studies were increased in amount when Dr. S. Johnson was tutor (Woolsey). Yale Book, II.

<sup>4</sup> Yale Annals, 203.

<sup>5</sup> Yale Annals, 214.

<sup>6</sup> Yale Annals, 270.

<sup>7</sup> Yale Annals, 260.

A short while later, on August 20, Rev. Mr. Pigott, a Church of England missionary, wrote to England of a conference with Rector Cutler and five clergymen, who "are determined to declare themselves professors of the Church of England as soon as they understand they will be supported at home."<sup>1</sup> On September 12, commencement day, all the notables of the colony were assembled, and the day after the rector, one of the two tutors, Mr. Browne, and five of the neighboring clergymen presented themselves before the trustees and stated that "some of us doubt the validity and the rest are more fully persuaded of the invalidity of the Presbyterian ordination, in opposition to the Episcopal;"<sup>2</sup> and, on being asked for a formal written statement of this, drew one up. This event produced the greatest sensation in the colony, and, indeed, throughout New England. President Woolsey compared the alarm to that which would be caused now "if the theological faculty of the college were to declare for the Church of Rome, avow their belief in transubstantiation, and pray to the Virgin Mary."<sup>3</sup> A Connecticut pastor, and one of the trustees, writing to Cotton Mather, says:

I apprehend the axe is hereby laid to the root of our civil and sacred employments and a doleful gap opened for trouble and confusion in our churches.<sup>4</sup>

In Massachusetts Judge Sewall writes in his diary:

Dr. I. Mather prayed; much bewailed the Connecticut apostasie; that Mr. Cutler and others should say there was no minister in New England.<sup>5</sup>

The trustees, however, without doing anything at once, adjourned for a month to give the ministers time to reconsider.<sup>6</sup> At this October meeting, Governor Saltonstall presided "very genteelly," and a discussion was carried on till it became bitter, when he put an end to it. The result was that Rector Cutler, who had been the leader in the conferences which they had held in deciding on their course, Tutor Browne, and two of the ministers<sup>7</sup> stood firm, and later sailed to Europe to take orders. The other three clergymen were convinced and remained Congregationalists.<sup>8</sup> One outcome of the affair was inevitable, Rector Cutler could no longer remain in his position and the trustees voted that they "do excuse the Rev. Mr. Cutler from all further services as rector of Yale College, that the trustees accept of the resignation which Mr. Brown hath made as tutor."<sup>9</sup> They also voted that all officers in future must assent to the confession of faith in the Saybrook platform and "particularly give satisfaction of the soundness of their faith in opposition to Arminian and prelatical corruptions."<sup>10</sup> It is, however, a very noticeable fact that none of the graduates who changed their

<sup>1</sup> Conn. Ch. Doc., 1, 57.

<sup>2</sup> Beardley's Ch. in Conn., 1, 38.

<sup>3</sup> Woolsey, Hist. Discourse, 1860.

<sup>4</sup> Beardley's Ch. in Conn., 1, 39.

<sup>5</sup> Mass. Hist. Soc. Colls. 5, vii, 300.

<sup>6</sup> Yale Annals, 270.

<sup>7</sup> Messrs. Johnson and Wetmore.

<sup>8</sup> Beardley's Ch. in Conn., 1, 39, 40.

<sup>9</sup> Yale Annals, 271.

<sup>10</sup> Trumbull's Connecticut, Vol. II, 34.

faith changed their affection to Yale College,<sup>1</sup> and one of them, at least, afterwards did it signal service.

Rector Cutler, on his return from Europe, became pastor of Christ Church, Boston, and remained there until his death in 1765.<sup>2</sup>

#### THE INTERREGNUM—1723-1726.

A strange system was tried that next winter. New tutors had been appointed, but the rectorship was vacant, and the plan was devised that the trustees should reside at the college in turn, a month each. This, as it may be imagined, worked poorly; the time was too short, and different men necessarily followed different plans of instruction, with different degrees of skill.<sup>3</sup> Apparently Rev. Mr. Woodbridge, of Hartford, was informally offered the rector's position, and it was he who gave the degrees in 1723; a proof that the old animosities of the time of removal were entirely forgotten. In April, 1723, the trustees chose Rev. Nathaniel Williams,<sup>4</sup> of Boston, to fill the vacant chair, and on his declination Rev. Eliphalet Adams, of New London; Rev. Edward Wigglesworth, professor of divinity at Harvard, and Rev. William Russell, of Middletown, were successively chosen and successively declined.<sup>5</sup> In their despair the trustees fell back again on Rector Andrew, and he presided at the commencements in 1724, 1725, and 1726.<sup>6</sup> He lived to be the last survivor of the original trustees and to be pastor at Milford over fifty years, for his death did not occur until 1738.

During the interregnum Governor Saltonstall died, September 20, 1724, a man whose friendship for the college had often been proved.<sup>7</sup>

#### THE EXPLANATORY CHARTER.

Some points had been left vague in the first charter: how many trustees should be a quorum, whether trustees could be removed, etc., and this uncertainty had occasioned trouble in times past. Just after Rector Cutler left, the trustees sent questions to the legislature on those points. In answer Governor Saltonstall drew up, and the general court amended and passed, "an act in explanation of and in addition to" the former one.<sup>8</sup> It provided that when a trustee is "by Providence incapacitated from attending that service, or shall himself decline the same, the trustees may choose a successor; that on notice of a meeting, by consent of three trustees, seven shall be a quorum, and a majority of these may pass votes; that the age for trustees shall be reduced to 30 years, and that the rector shall be, *ex-officio*, a trustee."<sup>9</sup> There was, for a time, some hesitation about the reception of this act, "and at first

<sup>1</sup> Rector Cutler is said to have been hostile to it in later years, but he was a Harvard man.—(Yale Annals, 273).

<sup>2</sup> Yale Annals, 272.

<sup>3</sup> Trumbull's Connecticut, II, 36.

<sup>4</sup> Yale Annals, 273.

<sup>5</sup> Yale Annals, 290.

<sup>6</sup> Yale Annals, 597.

<sup>7</sup> Yale Annals, 312.

<sup>8</sup> Yale Annals, 289.

<sup>9</sup> Connecticut Records, VI, 417.

the trustees failed to observe some of its provisions." The rector was not recognized as a trustee till 1721.<sup>1</sup>

RECTOR ELISHA WILLIAMS (1725-1739).

On September 29, 1725, the trustees chose Rev. Elisha Williams as rector. This was the man who had conducted the rival college at Wethersfield some years before; but now all parties were fully reconciled and differences were forgotten. Rector Williams was in many ways a remarkable man; born in Massachusetts, graduated at Harvard in 1711, he studied divinity, and, marrying in Wethersfield began there the study of law. This study was broken off by his occupation as teacher of the college students, and after all these were united in New Haven he was called as pastor of the church at Newington. There he was officiating when the call to Yale College reached him.<sup>2</sup> His response was probably favorable, for the trustees at once appealed to the assembly to free Newington from "country tax" for four years, so that they might use the money to settle another minister. This the legislature did, furthermore rejoicing "in the good Providence that conducted the reverend trustees to fill up the vacancy of a rector in said college with a gentleman so agreeable to the country and so very acceptable to the assembly."<sup>3</sup>

The negotiations with him were not concluded at once, but in the following May the general assembly granted Newington £100 16s. "in satisfaction for part of the sum the trustees agreed the said inhabitants should have," this being done on the information from the trustees that "they had prevailed with the Rev. Mr. Elisha Williams."<sup>4</sup> On September 13, 1726, he was inaugurated, making an oration in the college hall, assenting to the confession of faith, and being saluted as rector by the trustees, coming in succession.<sup>5</sup> He was a good scholar and an excellent teacher, governing more by influence than by rules. Under him vice and disorder were suppressed and taste for study and useful and polite literature increased, and "the college flourished and was happy."<sup>6</sup> His family was very prominent in western Massachusetts, and to that fact Yale is indebted for the large number of students who entered there from that section of the country.<sup>7</sup>

PEACE AND PROSPERITY.

Tuition was raised to 40 shillings in 1726, but this did not hinder the increase of students. In that year twenty-three graduated, the largest

<sup>1</sup> Yale Annals, 289.

<sup>2</sup> Yale Annals, 321.

<sup>3</sup> Connecticut Records, VI, 569. On April 13, 1726, the council sent him a letter.—Connecticut Records, VI, 580.

<sup>4</sup> Connecticut Records, VII, 24.

<sup>5</sup> Trumbull's Connecticut, II, 36.

<sup>6</sup> J. L. Kingsley, 11; Trumbull's Connecticut, II, 37.

<sup>7</sup> Yale Annals, 322. He was a relative of Col. Ephraim Williams, the founder of Williams College.

class as yet, and the name and fame of the college gradually spread through the neighboring colonies. From New York came the four Livingstons,<sup>1</sup> destined to play so important a part in the history of their State. Massachusetts, Rhode Island, Pennsylvania, and New Jersey also sent men. In 1735 graduated Dr. Joseph Bellamy, the distinguished theologian, and Aaron Burr the elder, who was the second of the three presidents Yale gave the young College of New Jersey. Two years earlier Yale sent forth another of her long list of college presidents in the person of Rev. Eleazar Wheelock, who, with his classmate, Rev. Dr. Benjamin Pomeroy, was the first sharer in the "Dean's bounty," of which more anon. During this period Connecticut, as ever, was faithful to the college. In 1727 the assembly granted it "the impost duty on rum for one year,"<sup>2</sup> but refused to free the rector from taxation, as it did again two years later. In 1728,<sup>3</sup> on account "of the pressing circumstances" of Yale College in respect of money to support the incident charges,<sup>4</sup> the colony treasurer is ordered to advance £50,<sup>4</sup> and the next year a grant of £80 for two years is made,<sup>5</sup> in addition to the "former allowance." As bills of credit were losing value, in 1730 the extra grant for two years was increased to £100, and this was several times renewed so as to extend till 1741.<sup>6</sup>

In 1732, on memorial from the trustees, "the assembly do grant and order, that in each of the five new townships lately laid out east of Ousatumuck River there shall be laid out in one entire piece 300 acres of land, which tract of land shall be granted and confirmed to the trustees of the college." For laying out these "college farms," £40 were appropriated in 1738,<sup>8</sup> and a patent for them was given in 1740.<sup>9</sup> "The rector, tutor and students of the college, until the expiration of the time for taking their second degree," were freed from poll taxes in 1737,<sup>10</sup> and the rector's estate like that of clergymen is to be free from assessment.

The "college house" about this time began to need repairs, and £50 were appropriated therefor in October, 1735, but the cost was considerably more,<sup>11</sup> and in 1736, £128, 18s. 3d. had to be granted for these repairs and for erecting a fence.<sup>12</sup>

<sup>1</sup> Peter Van B. was in the class of 1731, John in that of 1733, Philip in 1737, and William in 1741.

<sup>2</sup> Connecticut Records, VII, 133.

<sup>3</sup> Yale Annals, 365, 401.

<sup>4</sup> Connecticut Records, VII, 178.

<sup>5</sup> Connecticut Records, VII, 229.

<sup>6</sup> Connecticut Records, VII, 302, 472, 523; VIII, 24, 203.

<sup>7</sup> Connecticut Records, VII, 412.

<sup>8</sup> Connecticut Records, VIII, 203.

<sup>9</sup> Connecticut Records, VIII, 346.

<sup>10</sup> Connecticut Records, VIII, 131.

<sup>11</sup> Connecticut Records, VIII, 15.

<sup>12</sup> Connecticut Records, VIII, 37, 66, 75. In October, 1738, £5 8s. 9d. is appropriated to Mr. Punderson as an unpaid balance of this grant.

Of the inner life of the college during this period we know but little. Board in Commons cost about 5 shillings a week, tuition 50 shillings, and graduation charges were 40 shillings more.<sup>1</sup> The rules were in manuscript and must be copied by each student; some of them are passing strange. The requirements for admission are "to be found expert in both ye Greek and lattin Grammer, as also Grammatically Resolving both lattin and Greek authors and in making good and true lattin." "Every student shall exercise himself in Reading Holy Scriptures by himself day by day, yt ye word of Christ may Dwell in Him ritely and yt he may be filled with ye knowledge of ye will of God in all wisdom and spiritual understanding." Students are to "avoid profane swearing, lying, needless asseverations, foolish garrulings, Chidings, strifes, railings, gesting, uncomely noise, spreading ill rumors, Divulging secrets, and all manner of troublesome and offensive behaviour." "No undergraduate shall, upon pretence of Recreation, or any excuse whatsoever," without permission, "be absent from his study, or appointed exercises in ye school, except Half an Hour att breakfast, an Hour and Half att noon after Dinner, and after ye Evening Prayer till nine of ye Clock." "No student shall go into any tavern, victualling house, or ian to eat or Drink, except he shall be Called by his parents,<sup>2</sup> or some sufficient person, yt ye Reector or tutor shall except of." "No student shall use ye Company or familiar acquaintance of persons of a Dissolute and unquiet life, nor intermeddle with men's business, nor intrude himself into ye Chambers of students, nor shall any undergraduate go att Courts, elections, Keeping high Days, or go a hunting, or fowling," without leave, nor shall any be out of his room after 9 at night, nor have a "light in his Chamber after eleven, nor before four in ye morning." Prayers are to be at 6 a. m. in summer and sunrise in winter (a more reasonable time than was used in the memory of those now living), and between 4 and 5 p. m. "All undergraduates, except freshmen who shall Read english into Greek, shall Read some part of ye old testament out of Hebrew into Greek in ye morning, and shall turn some part of ye new testament out of ye english or lattin into ye Greek att evening att ye time of Rescitation." "All students, after they shall have done resciting rhetorick and ethicks on fridays recite Wollebins<sup>3</sup> theology and on saturday morning Ames theologic thesis in his Medulla and on Saturday evening ye assemblies shorter chatechism in lattin and on Sabbath Day attend ye explication of Ames's Cases of Conscience."

In Freshman year, on the "four first Days of ye week" were recitations in Greek and Hebrew, "onely beginning logick att ye latter end of ye year." Sophomores were occupied with "logick, with ye exercise of themselves in ye tongues." The juniors studied principally "phis-

<sup>1</sup> Yale Annals, 346. In 1727 "the Reverend Trustees" took the oath of allegiance to the new King George II. Conn. Rec., vii, 132.

<sup>2</sup> Later "or Gardiner" was added.

<sup>3</sup> A Swiss who wrote in Latin (Woolsey), Yale Book, ii, 495.

icks;" while the seniors labored over "metaphisicks and mathematicks, still Carrying on ye former studies." The last days of the week were used by all for "Rhetorick, oratory, and divinity," to the first two of which list Rector Williams paid great attention. Syllogistic disputations and reading sermons fell to the lot of all. Punishment was by fines. "Non graduated students" might not, on commencement day, make "provision of inebriating Drink of any kind whatsoever upon penalty of being degraded," nor might they have it at their rooms.<sup>1</sup> College commons, as ever, were a source of complaint<sup>2</sup> and at times even the staid students of the period, got "six quarts of Rhum and about two payls fool of Sydar and about eight pounds suger and mad it into Samson and evited every Scholer in Colege and mad such prodigious Rought"<sup>3</sup> that the tutor was aroused.

In 1738, the trustees resolved to admit no student till some one would sign a bond for the payment of his dues, a provision in force even yet.<sup>4</sup>

The gifts of friends came from time to time; good Dr. Watts sent over all his works, and later a pair of globes.<sup>5</sup> Dr. Daniel Turner, of London, sent over 28 volumes, and asked for and received an honorary M. D. therefor, which, the wits of the period said, meant "Multum Donavit."<sup>6</sup> Joseph Thompson, esq., of London, gave mathematical books in 1730, and added a set of surveying instruments four years later, at which time a reflecting telescope, a microscope, a barometer, and other mathematical instruments were purchased by subscription. Thus began Yale's collection of apparatus.<sup>7</sup>

#### BISHOP BERKELEY.

But all other gifts were overshadowed by one from him whose name stands at the head of this subdivision, George Berkeley, D. D., born in Ireland, 1684, a graduate of Trinity College, Dublin, made Dean of Derry, and later Bishop of Cloyne. About 1725 he formed the idea of founding a college in the Bermudas, to educate the American aborigines and to train Church of England missionaries for America.<sup>8</sup> It was a chimerical scheme. Bermuda is 600 miles from the nearest point of the continent, and his "Proposal" reads like a romance.<sup>9</sup> His hopes for the endowment of the college were from an appropriation of £20,000 from the Crown lands in St. Kitts, which Sir Robert Walpole proposed, after much solicitation, and which the Commons accepted.

<sup>1</sup> Yale Annals, 347, 351.

<sup>2</sup> Yale Annals, 472.

<sup>3</sup> Yale Annals, 598.

<sup>4</sup> Yale Annals, 597.

<sup>5</sup> Baldwin's History of Yale College.

<sup>6</sup> Yale Annals, 274. J. L. Kingsley, 33, 44.

<sup>7</sup> Yale Annals, 521.

<sup>8</sup> D. C. Gilman's Bishop Berkeley's Gifts to Yale College, N. H. Col. Hist. Soc. Colls. 148.

<sup>9</sup> Yale Book, I, 58.

Berkeley, an enthusiast, obtained large subscriptions from his friends, and with his own private means thought he had enough prospect of success to come with his family to America, and did so, arriving at Newport, R. I., January 23, 1729.<sup>1</sup> He had pronounced the age barren of glorious schemes; but, to falsify his own words, he left one of the richest preferments in Europe to endeavor to Christianize and educate the heathen on a salary of £100 a year.<sup>2</sup> It adds a link of connection with another celebrated Irish dean to think that he received a legacy of £4,000 from Miss Vanhomrig (Swift's Vanessa) before leaving Europe. He purchased a farm at Newport, as a convenient place for inquiry concerning the country and for the supply of provisions for the college, after its founding. He met several of the prominent men of the country round about, notably Rector Williams, Dr. Jared Eliot and Samuel Johnson, through whose influence his attention was drawn to Yale and, while waiting the founding of his college, wrote one of his greatest works, "Alciphron, or the Minute Philosopher." Newport was a thriving town of some 5,000 inhabitants, and he had some thoughts of moving his college there, but finally decided not to do so.<sup>3</sup> At last his hopes were destroyed and, wearied with the useless waiting, he returned home in 1731, and died in Europe twenty years later.<sup>4</sup> Just before his departure he wrote to Dr. Johnson, who had "bespoke the Dean's regard" for Yale College, "not having any further view than to hope he might perhaps send it some good books."<sup>5</sup> In the letter referred to, he says:

My endeavors shall not be wanting to be useful, and I should be very glad to be so, in particular to the college at New Haven, and the more as you were once a member of it and have still an influence there, I have left a box of books to be given away by you. The Greek and Latin books I would have given to such lads as you think will make the best use of them, or to the school at New Haven.<sup>6</sup>

He not only gave this, but, on July 26, 1732, he made out a deed conveying his Rhode Island farm of 96 acres to the college. This gift was valued at £3,000.<sup>7</sup> This was to be the property of the college, which was to give the income to three students "towards their maintenance and subsistence, between their first and second degree;" these are to be called "scholars of the house,"<sup>8</sup> and while holding the position to reside three-quarters of the year at college. They are to be chosen in May, by

<sup>1</sup> Beardsley's Ch. in Conn., I, 76.

<sup>2</sup> Winsor, Nar. and Crit. Hist. of Amer., v, 141.

<sup>3</sup> Beardsley's Ch. in Conn., I, 78.

<sup>4</sup> Bishop Berkeley's Gifts to Yale College, 148.

<sup>5</sup> Bishop Berkeley's Gifts to Yale College, 151.

<sup>6</sup> Yale Annals, 421.

<sup>7</sup> Beardsley's Ch. in Conn. I, 83.

<sup>8</sup> "*Scholaris adilitus*" of the Latin laws. Before this the term was used for a sort of "aedile," appointed by president and tutors to inspect the buildings and was somewhat like the inspector of to-day. He was not to leave till Friday after commencement; because in that week more than usual damage was done to the buildings. Woolsey, 43.



the "president, or head of the college," and "the senior episcopal missionary of that colony" (which place Dr. Johnson then occupied), and the examination was to be on Greek and Latin; "all persons having free access to hear the said examination and the best scholars are to be chosen." In case of a division in opinion among the judges it was to be decided by lot.<sup>1</sup> Further, if no Episcopal clergyman be there, "the election shall be performed by the rector alone, and, if there be a surplus from vacancies, the same is to be laid out for Greek and Latin books to be disposed of to such of the undergraduate students, as shall show themselves most deserving by their compositions in the Latin tongue on a moral subject or theme proposed by the electors." Finally, if any difficulty, dispute, or difference "arise," Berkeley was to be final arbiter.<sup>2</sup> President Stiles gives, as a reason for this munificent gift, that Dr. Johnson "persuaded the Dean to believe that Yale College would soon become Episcopal and that they had received his immaterial philosophy."<sup>3</sup> At first, when the news came to Yale of this gift, they were almost afraid to receive it, lest it should be clogged with proselyting conditions; but the deed of gift reassured them and the trustees heartily thanked the Dean, in December, and Rector Williams, a little later, in writing to a friend in Boston, to remove his suspicions, says:

The gift is made to us in such a manner as bespeaks a true Catholic spirit. And this donation I hope may serve to the end the Dean in his letter to me says he prays it may, in the promoting charity, learning, and piety in this part of the world.<sup>4</sup>

The list of scholars from that time to this has numbered some of the most distinguished of Yale's graduates and many a freshman has been spurred on in classical study by the contest for the Berkeley premiums in Latin composition.<sup>5</sup> The management of this gift, however, is a conspicuous example of how to get as little good as possible from a benefaction. In 1763 the college authorities most foolishly leased the farm for 999 years, as they found that "by leasing said farm on short leases," it "is not improved to so good an advantage as land cultivated by freeholders." This lease, with some immaterial changes, still endures and, though at the lowest computation the land is now worth \$100,000, it brings the college only \$140 a year!<sup>6</sup> In return for the gratitude shown him, Berkeley strove to do something for the college library. He had written in 1730 to Dr. Johnson to know "whether they would admit the writings of Hooker and Chillingfleet into the library of the college in

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<sup>1</sup> Among the illustrious men who held the "Dean's bounty" in the colonial period were Aaron Burr, Jared Ingersoll, William Samuel Johnson, President Daggett, James A. Hillhouse, Governor Strong, of Massachusetts, Silas Deane, John Trumbull, President Dwight, Abraham Baldwin, and Chauncey Goodrich.

<sup>2</sup> Bishop Berkeley's Gifts to Yale College, 155, 156.

<sup>3</sup> Bishop Berkeley's Gifts to Yale College, 152.

<sup>4</sup> Yale Annals, 470, 471.

<sup>5</sup> A list to 1865 is given in "Bishop Berkeley's Gifts to Yale College," 118-122.

<sup>6</sup> Berkeley's Life of S. Johnson, 80, 81.

New Haven,<sup>1</sup> and at the time of his deeding the farm, he writes again: "I shall make it my endeavor to procure a benefaction of books for the college library and am not without hopes of success."<sup>2</sup> Success indeed followed his efforts; for, on May 30, 1733, he shipped about eight hundred and eighty volumes for the college, "the finest collection ever brought to America at one time," says President Clap. The collection contained over two hundred and fifty folios and was estimated to be worth nearly £500 sterling. The collection was admirably selected and, for many years, was kept in an especial part of the library.<sup>3</sup> The good Bishop never lost interest in the college he had aided. President Clap sent him, as the work of Berkelian scholars, some "agreeable specimens of learning," in 1750. Writing in return, Berkeley says, "By them I find a considerable progress made in astronomy and other academical studies in your college, in the welfare and prosperity whereof I sincerely interest myself." A year later he writes again:

The daily increase of learning and religion in your seminary of Yale College gives me very sensible pleasure and an ample recompense for my poor endeavors to further those good ends. May God's Providence continue to prosper and cherish the rudiments of good education, which have hitherto taken root and thrive so well under your auspicious care and government.<sup>4</sup>

There is something extremely pleasant in the interest that this staunch churchman took in the Congregationalist College, and the friendly intercourse he maintained with its stern, uncompromising old president. It has been intimated<sup>5</sup> that the college was not sufficiently grateful for the gift; but this seems incorrect. When news came of Berkeley's death President Stiles, then tutor, delivered a Latin address in memory of him.<sup>6</sup>

#### RECTOR WILLIAMS RESIGNS.

The rector had, in 1739, presided over the college for thirteen years. He had seen all his sons graduate and his own health had been impaired by the sea-air and the sedentary life;<sup>7</sup> so he gave up his office in the year above named. The trustees accepted his resignation "with great reluctancy" and "with acknowledgments for all his past good service in this capacity," which makes he fully deserved. He returned to his farm in Wethersfield, went to the legislature, and was chosen speaker at once; not only did he receive that honor, but they also made him a judge of the superior court.<sup>8</sup> In 1745 he went as chaplain of a

<sup>1</sup> Beardale's Life of S. Johnson, 75.

<sup>2</sup> Beardale's Life of S. Johnson, 81.

<sup>3</sup> Yale Annals, 471. Trumbull's Conn., II, 302. Bishop Berkeley's Gift to Yale College (a list of the books), 162-165.

<sup>4</sup> Bishop Berkeley's Gifts to Yale College, 166.

<sup>5</sup> Beardale's Ch. in Conn., I, 84.

<sup>6</sup> Bishop Berkeley's Gifts to Yale College, 169.

<sup>7</sup> Yale Annals, 621.

<sup>8</sup> Yale Annals, 632; Trumbull's, Connecticut, II, 302.

regiment on the expedition against Cape Breton, and, in 1746, was made colonel and commander-in-chief of the Connecticut forces. In 1749 the College of New Jersey induced him to solicit funds for it in England and thither he went, being also commissioned to procure some moneys due from the government to his regiment. There he met the Countess of Huntingdon, Whitfield, Doddridge, and others of the "Evangelicals," and there, his first wife having died, he married Miss Scott, a daughter of the good old commentator on the Scriptures. Dr. Doddridge wrote of him:

I look upon Col. Williams to be one of the most valuable men upon earth; he has, joined to an ardent sense of religion, solid learning, consummate prudence, great candor and sweetness of temper, and a certain nobleness of soul capable of contriving and acting the greatest things without seeming to be conscious of his having done them.<sup>1</sup>

On his return to this country, this versatile man became a merchant, went to the intercolonial Congress at Albany in 1754, and died a year later.<sup>2</sup>

#### RECTOR (LATER PRESIDENT) CLAP, 1739-1766.

The trustees dreaded another interregnum and, the day after Rector Williams's resignation, October 31, 1739, met and "proceeding after much deliberation, to the choice of a meet person to fill up the vacant rectorate, made choice of the Rev'd Mr. Thomas Clap, of Windham." He was born in Massachusetts in 1703, and graduated from Harvard in 1721, being the fifth and last of Yale's presidents to graduate from that college, or, indeed, from any other than Yale itself. He had been pastor at Windham, Conn., since 1726,<sup>3</sup> and had a reputation for sound scholarship and familiarity with the whole course of academic studies, especially with pure mathematics and astronomy, in both of which branches he much advanced the curriculum. He was a man of great energy of character and remarkable qualifications for business.<sup>4</sup> He was a pronounced Calvinist in faith. President Stiles says of him:

He had strong mental powers, clear perception, and solid judgment. Though not eminent for classical learning, he had a competent knowledge of the three learned tongues. In mathematics and natural philosophy I have no reason to think he was equaled by any man in America, except the most learned Prof. Winthrop. He had thoroughly studied the Scriptures and had read the most eminent divines of the last two hundred years. He was considerably read in the common law of England and in the municipal laws of his country. He was not boisterous, or noisy, but still, quiet, contemplative, determined, resolute, firm, immovable even to absolute despotism. As to his person, he was not tall, yet, being thick set, he appeared rather large and bulky. His aspect was light, placid, serene, and contemplative.<sup>5</sup>

<sup>1</sup> Rev. Mr. Lockwood said in his funeral sermon, "He presided with wisdom, gravity, and authority." J. L. Kingsley, 11.

<sup>2</sup> Yale Annals, 633-635; Trumbull's Connecticut, II, 303.

<sup>3</sup> Yale Annals, 636.

<sup>4</sup> J. L. Kingsley, 12.

<sup>5</sup> J. L. Kingsley, 18.

He fearlessly and devotedly advanced the interests of the college.

His people did not wish to lose him; but, "as they were not satisfied that they should be in the way of their duty if they opposed his going, they would lay the whole affair to the council of Providence."<sup>1</sup> A council of ministers was called and on December 10 advised his leaving. On April 2, 1740, he was inducted into the rectorship of the college, which now numbered some eighty students and had had over four hundred graduates.<sup>2</sup> He proved his orthodoxy to the trustees and addresses were made in the college hall. The church in Windham asked for a recompense for losing their pastor, and a committee to whom the matter was referred said that as Mr. Clap had been at Windham fourteen years, about half a minister's usual service in a pastorate (rather longer pastorates being in vogue then than now), the town should receive one-half of his settlement,<sup>3</sup> or £53 sterling, which the general assembly gave them in May, in the depreciated "bills of credit," £310 of which were needed to make up the sum.<sup>4</sup>

#### THE END OF THE COLLEGIATE SCHOOL.

The colony continued as generous as ever. In 1741, it freed "the rector, tutors, and students at the collegiate school"<sup>5</sup> from military service again and, a year later, put a premium on the diplomas by enacting that "no person, who has not been educated or graduated in Yale College, or Harvard College in Cambridge, or some other allowed foreign protestant college or university shall take the benefit of the laws of this government, respecting the settling and support of ministers."<sup>6</sup> The colony also gave more substantial aid; in 1741, it granted "£30 in bills of credit of the new tenour" for three years, "in addition to the standing allowance,"<sup>7</sup> and two years thereafter, "in lieu of all former grants," it gave "such sum in bills of public credit as shall be equivalent to £100 lawful money."<sup>8</sup> In this connection, it is interesting to note that one of the commencement speakers in 1740, discussed the question, "An Pecuniam chartaceam crediti immutabilis emittere possibile sit?" and answered in the negative.<sup>9</sup>

From time to time, the buildings needed repairs. In 1740, the trustees petitioned and the legislature granted "that the college house shall be repaired at the charge of this Colony as soon as may be," and a committee was appointed to "draw out of the publick treasury of this Colony enough to make these repairs." A further petition was made for a new house, as the present one only held about one-half the students; this, however, was postponed and the war coming on still

<sup>1</sup> Yale Book, I, 65.

<sup>2</sup> Yale Annals, 636.

<sup>3</sup> Trumbull's Conn., II, 303.

<sup>4</sup> Connecticut Records, VIII, 308.

<sup>5</sup> In English "whether it be possible to emit a paper money of unchangeable value." (Yale Annals, p. 637.)

<sup>6</sup> Connecticut Records, VIII, 379.

<sup>7</sup> Connecticut Records, VIII, 502.

<sup>8</sup> Connecticut Records, VIII, 436.

<sup>9</sup> Connecticut Records, VIII, 553.

further deferred it.<sup>1</sup> In October, 1741, it was voted to erect a kitchen back of the rector's house, to repair it, and to fence the lot, and a committee was appointed, as before, to draw such sums as would be needed therefor.<sup>2</sup>

In 1743, £12 was appropriated to pay those who supervised the work.<sup>3</sup> A year thereafter £200 in "Bills of Credit old tenour," was appropriated for the rector's house,<sup>4</sup> and this not proving enough, £10 more in July, 1745.<sup>5</sup> At these repairs, the roof was shingled, the walls clapboarded and "colored, and the windows filled with sash glass."

The private gifts were becoming more numerous. Mr. Auditor Benson, of London, sent over Johnston's "Latin Psalms," in 9 volumes; the Rev. Dr. Thos. Wilson, of London, sent for the students thirty copies of the Bishop of Sodor's instructions to the Indians.<sup>6</sup> Anthony Nougier, a wealthy French emigrant, dying in Fairfield in 1740, left £150 to come to the college after his wife's death, which occurred in 1743.<sup>7</sup> Rector Clap's wife gave a new bell for the college building.<sup>8</sup>

The energy of Rector Clap was at once apparent; as soon as he was in office more stringent rules as to attendance and use of the library were made.<sup>9</sup> In 1743, tuition was fixed at 24 shillings a year, and the first catalogue of the library published. In this about 2,600 volumes are named, there being remarkably good collections in classics, theology, and science, and a fairly good one in English literature, though there were but few foreign books. Rector Clap, in an advertisement attached to it, recommended the students, with the help of the catalogue, to study "In the First Year principally the Tongues, Arithmetic and Algebra; the Second, Logic, Rhetoric and Geometry; the Third, Mathematics and Natural Philosophy; and the Fourth, Ethics and Divinity." Bound with this catalogue, and preliminary to it, was "An Introduction to the Study of Philosophy, Exhibiting a General View of all the Arts and Sciences, for the Use of Pupils. With a Catalogue of some of the most valuable Authors necessary to be read in order to instruct them in a thorough Knowledge of each of them. By a Gentleman Educated at Yale College." This was by Dr. Samuel Johnson, and is another proof of his attachment to his alma mater.<sup>10</sup>

The same year, all undergraduates were required to board in Commons.<sup>11</sup> What this board was, may be gathered from a bill of fare of two years earlier. This does not seem to have been very sumptuous living.

For Breakfast: one loaf of bread for 4 (persons) which shall weigh one pound. For Dinner for 4: one loaf of bread as aforesaid, 2½ pounds of beef, veal, or mutton, or 1½ pounds of salt pork about twice a week in the summer time; one quart of beer; two pennyworth of sauce. For Supper for 4: two quarts of milk and one loaf of

<sup>1</sup> Connecticut Records, VIII, 345, 442.

<sup>2</sup> Connecticut Records, VIII, 437.

<sup>3</sup> Connecticut Records, VIII, 530.

<sup>4</sup> Connecticut Records, IX, 62.

<sup>5</sup> Connecticut Records, IX, 153.

<sup>6</sup> Baldwin's Yale College.

<sup>7</sup> Yale Annals, 661.

<sup>8</sup> Yale Annals, 699.

<sup>9</sup> Yale Annals, 637.

<sup>10</sup> Yale Annals, 723, 724.

<sup>11</sup> Yale Annals, 723.

bread, when milk may conveniently be had; and, when it cannot, then an apple pie, which shall be made of  $1\frac{1}{2}$  pounds of dough,  $\frac{1}{2}$  pound hog's fat, two ounces sugar, and one peck of apples.<sup>1</sup>

From the extra grant in 1743, a third tutor was employed, so that the faculty now consisted of four; a tutor for each of the three lower classes, and the president for the seniors.<sup>2</sup> Rector Clap's fondness for astronomy has been mentioned, and we find that he made an "Orrery or Planetarium" in 1743, which cost less than 20 shillings and yet represented, not only the orbits of the earth and five other planets; but also that of Halley's Comet.<sup>3</sup>

In 1744 a draft of a new charter (undoubtedly Rector Clap's work) was read by the trustees and ordered to be given to Governor Fitch, himself a Yale man (1721) "for his perusal and best thoughts upon it and that the draught, by the advice of two or three Trustees, be presented by the Rector to the General Assembly in October next, desiring that they would be pleased to pass it into an Act."<sup>3</sup> They did so, and the "Collegiate School" became "Yale College."

#### OLD AND NEW LIGHTS.

In 1735 began that remarkable revival of religion known as the "Great Awakening." As a consequence of this, in the fall of 1740 the evangelist, George Whitefield, came to America at the request of many there who had been aroused by the preaching of Jonathan Edwards, and, on his tour, spent four days in October (23-27) at New Haven. There he "spoke very closely to the students and shewed the dreadful consequences of an unconverted ministry,"<sup>4</sup> and dined with Rector Clap. In February there was a revival of religion in the college and, at first, the college authorities seem to have been fully in sympathy with the movement.<sup>5</sup> But the extravagances of some of the itinerant preachers changed the face of affairs. Notably, Rev. James Davenport, a graduate of 1732, preaching at New Haven, wildly denounced Rev. Mr. Noyes, pastor of the New Haven church, as "an unconverted man; a hypocrite, a wolf in sheep's clothing, and a devil incarnate."<sup>6</sup> This, of course, created a great tarmoil and led to a passage of a vote by the trustees that, "if any Students of this College shall directly or indirectly say that the Rector, either of the Trustees, or Tutors are hypocrites, carnal, or unconverted men, he shall for the first offence, make a public confession in the Hall, and for the second offence, be expelled."<sup>7</sup> They even went further and forbade students to go to the "Separate Meetings,"<sup>8</sup> as they were called. Rector Clap espoused the cause of the "Old Lights" so strongly as to head their petitions, committees,

<sup>1</sup> Yale Annals, 663.

<sup>2</sup> Yale Annals, 754.

<sup>3</sup> Yale Annals, 755.

<sup>4</sup> Yale Annals, 661.

<sup>5</sup> Yale Annals, 662.

<sup>6</sup> Bacon's Hist. Discourses, 214.

<sup>7</sup> Yale Annals, 663.

<sup>8</sup> Yale Book, I, 70.

etc. In 1741 David Brainerd, later the celebrated missionary to the Indians, was expelled by him for attending a Separate meeting and refusing to make a public confession of wrongdoing, in saying that Tutor Whittlesey "has no more grace than a chair." Even the entreaties of such men as Edwards, Dickinson, and Burr, and Brainerd's apology in May, 1742, could not induce him to revoke his order.<sup>1</sup> At commencement, in 1744, the trustees made a rule that no man over 21 should be admitted as a freshman without special permission. The ostensible reason was that "the original design of the College, as declared in the Charter, was for the training up *youth* in the arts and sciences;" the real reason was that some of the most stubborn adherents of the "New Lights" were over that age at entrance.<sup>2</sup> In the next year Clap engaged in a controversy with Edwards about Whitefield, whom he now violently opposed.<sup>3</sup> Feeling ran high on both sides. The faculty of Harvard came out with a denunciation of Whitefield, and Yale followed the example<sup>4</sup> in a pamphlet printed at Boston. In the fall of 1744 occurred an event which caused much excitement and placed Rector Clap high in the esteem of the "Old Lights." Two brothers, John and Ebenezer Cleaveland, students at the college, returned home for their vacation. As their parents attended the preaching of one of the "Separate Ministers," they naturally went there with them. On their return to college, they were called before the faculty for the heinous offense. They were ordered to be admonished, and to confess that they "had acted contrary to the rules of the gospel, the laws of this colony and the college," or to be expelled. They naturally continued "to justify themselves and to refuse to make an acknowledgment" of the kind required, and were expelled in January.<sup>5</sup> This act "made a great clamour in the State as unprecedented and cruel. It was considered as a severity exceeding the law of college respecting that case."<sup>6</sup> Letters were printed on both sides; but it established Rector Clap more firmly than ever in the favor of the "Old Lights," who were a majority in the general assembly. Consequently, his desired charter was passed by it in May, 1745, and, at the same session, it dismissed a petition of the Cleavelands for redress. The charter was obtained at a favorable moment, for later Clap fell out of favor and could not have obtained it.<sup>7</sup>

During these first years of Rector Clap's reign, graduated Eliphalet Dyer, active in the Susquehanna Company; one of the heroes of the famous Windham frog story; colonel of a regiment in the last French war; chief judge of the Connecticut superior court, and member of the Continental Congress. Dr. Samuel Hopkins graduated also in this period, afterwards made famous by a system of theology, the "Hopkinsian," taking its name from him. The class of 1744 numbered

<sup>1</sup> Yale Annals, 698.

<sup>2</sup> Yale Annals, 754.

<sup>3</sup> Yale Annals, 771.

<sup>4</sup> Yale Annals, 772.

<sup>5</sup> Their degrees were given them many years later. Brainerd never got his.

<sup>6</sup> Trumbull's Conn., 1, 179-183.

<sup>7</sup> Yale Annals, 772.

among its members William Samuel Johnson, who followed in his father's footsteps in being President of Columbia College. He was also in the Continental Congress; a signer of the Constitution; and was the first Yale man to receive an honorary degree in law.<sup>1</sup>

SECTION III.—YALE COLLEGE TILL THE REVOLUTION, AND THE ACCESSION OF PRESIDENT STILES (1777).

THE NEW CHARTER.

The original charter, as we have seen, made the trustees "partners, not a body politic,"<sup>2</sup> and Sewall and Addington, in their letter sent with the draft for a charter, say they did not dare "to incorporate it lest it should be liable to be served with a writ of *quo warranto*."<sup>3</sup> But forty-five years later the colony was bolder, and though in 1733 it resolved that it was "at least very doubtful" of its power to incorporate a company, "and hazardous, therefore, for this government to presume upon it," yet, when Yale petitioned for an enlargement of its charter, it dared to make a definite charter of incorporation.<sup>4</sup> This was so broad and ample that it has served the college to this day and hence is worth examining. It is entitled "An act for the more full and complete establishment of Yale College in New Haven and for enlarging the powers and privileges thereof."<sup>5</sup> The preamble states that it "has received the favorable benefactions of many liberal and piously disposed persons and, under the blessing of Almighty God, has trained up many worthy persons for the service of God in the State, as well as in the church," and that the trustees desire more power "for the ordering and managing the said school in the most advantageous and beneficial manner for the promoting all good literature in the present and succeeding generations." Consequently Rector Clap and the other trustees then in office, ten in number, are made "an incorporate society or body corporate and politic; and shall hereafter be called and known by the name of the president and fellows of Yale College in New Haven" and are given the privileges usually enjoyed by corporations. They may hold lands and gifts; shall meet annually (special meetings being provided for); the president and six fellows, or seven without him, shall be a quorum, and may remove and supply the places of any of their members. They "shall have power to appoint a scribe or register, a treasurer, tutors, professors,<sup>6</sup> steward, and all such other officers and

<sup>1</sup> He was made D. C. L. by Oxford in 1776.

<sup>2</sup> Eccles, Constitution of Yale College, 411, N. H. Col. Hist. Soc. Colls.

<sup>3</sup> Eccles, Constitution of Yale College, 413.

<sup>4</sup> Eccles, Constitution of Yale College, 414.

<sup>5</sup> It is in Trumbull, II, 306-310, and Conn. Rec., x, 113, and in Yale annual catalogues.

<sup>6</sup> Woolsey suggests that the reason for having no professors before this was that such were thought officers of a university, not of a college. Yale Book, II, 495 *et seq.*



servants as are usually appointed in colleges or universities; to prescribe and administer such forms of oaths (not being contrary to the laws of England or this Colony) as they shall think proper," and shall "make, ordain, and establish all such wholesome and reasonable laws, rules, and ordinances as they shall think fit and proper for the instruction and education of the students and ordering, governing, ruling, and managing the said college, etc., which shall be laid before this assembly, as often as required, and may also be repealed, or disallowed by this assembly, when they shall think proper."

It is curious to note that all officers are to take both the oath of allegiance and the oath of loyalty to King George and the Hanoverian succession. "The president, with the consent of the fellows, shall have power to give and confer all such honors, degrees, or licenses as are usually given in colleges and universities, upon such as they shall think worthy thereof. Lands and rateable estate, not exceeding the yearly value of £500 sterling, lying in this government, and the persons, families, and estates of the president and professors," in New Haven, and "the persons of the tutors, students, and such and so many of the servants of said college," as give their whole time to it, are to be free from taxes. At the end a grant is made of £100 silver money, at 6 shillings 8 pence per ounce, to be paid in bills of credit, semiannually, "in lieu of all former grants." The charter is signed by Jonathan Law, governor, whose efforts for it were very helpful. This charter "laid the foundation" for the college's "advancement to a very useful and honorable university."<sup>1</sup> Some of the noticeable differences between the new charter and the old are, that by this the name Yale College is first legally given to the institution; that the rector and trustees are elevated into the president and fellows; that the temporary moderator of the trustees is replaced by the permanent president; and that no qualifications for the trustees were mentioned. The noteworthy omission of provisions for ecclesiastical government is probably due to the desire not to offend any, in getting the charter through, and to the fact that the fellows, filling their own vacancies, might be trusted in regard to all such matters.<sup>2</sup>

#### PRESIDENT CLAP AND THE COLLEGE CHURCH.

In President Stiles's diary, quoting President Clap's recital of fifteen leading events in the latter's life, he mentions as one, "May, 1745. Became president in the new Charter of College" and for twenty years he held the office with unbending sturdiness. We have seen that Clap at first favored the conservative party in religion. In 1745 he called Rev. Thomas Cooke, one of the corporation, to answer before it for his "new-light" beliefs; but he, to avoid the tumult, resigned.<sup>3</sup> Now, how-

<sup>1</sup> Trumbull, II, 310.

<sup>2</sup> Eccles. Constitution of Yale College, 419.

<sup>3</sup> Bacon's Hist. Discourses, 232.

ever, his zeal in that way began to grow weak. Mr. Noyes, the minister at New Haven, was thought to be an Arminian; was advanced in years and had but little animation, being dull and uninteresting in preaching. As a consequence of this many parents dreaded putting their sons at a college where they would listen to his preaching, and the students themselves objected to it. It was also unsatisfactory to such an outspoken Calvinist as President Clap. With these things in mind we can see what the corporation desired when they voted "that they would choose a public Professor of Divinity in the college, as soon as may be, by all such ways and means as prudence should direct."<sup>1</sup> Soon after this Hon. Philip Livingston, one of His Majesty's council for the province of New York and the father of four Yale graduates, gave £28.10 to the college to be appropriated as they should deem most for the advantage of the institution.<sup>2</sup> On receipt of this the corporation voted "that it would be most for the benefit and advantage of the college to have a professor of divinity and that, if the beginning of a fund for his maintenance was once laid, it was probable that generous donations might be made in addition thereto." In consideration of this they further voted "that the said sum (from Mr. Livingston) be sequestered and appropriated for a fund for the maintenance of a professor of divinity in the college, and that in commemoration of Mr. Livingston's generosity, the professor on the foundation be called and known by the name and title of the Livingston Professor of Divinity."<sup>3</sup> But the project was left to slumber for several years, till in 1752, the "Separate" Church at New Haven, having grown stronger, called a fine preacher of unsuspected orthodoxy, and many of the students desired to hear him. So Clap went to work again for a professorship of divinity. The legislature had meantime lost its "Old Light" majority and so was inclined to favor his labors, and in October, 1753, passed a resolve "that one principal end proposed in erecting the college was to supply the churches in this colony with a learned, pious, and orthodox ministry; to which end it was requisite that the students of the college should have the best instructions in divinity and the best patterns of preaching set before them; and that the settling a learned, pious, orthodox professor of divinity would greatly tend to promote that good end and design," and therefore they recommended "a general contribution to be made in all the religious societies for that purpose."<sup>4</sup>

The corporation had not waited for this; but had already asked Clap to preach in the college hall to the students till a professor could be secured, and, the General Association of Ministers of Connecticut recommending the same thing, he began preaching in

<sup>1</sup>J. L. Kingsley, 13.

<sup>2</sup>Trumbull, II, 311.

<sup>3</sup>J. L. Kingsley. It is to be regretted that this name has been disused of late years.

<sup>4</sup>Trumbull, II, 316; Conn. Rec., x, 213.

September, 1753.<sup>1</sup> Two months later, on November 21, the corporation made the religious test laws, which lasted for twenty-two years. They were very stringent, and declared that every officer on taking his position "shall publicly give consent" to "the assembly's catechism and confession of faith received and established in the churches of this colony," and if he changes his sentiments he "is bound to resign" his office.<sup>2</sup> These excited the indignation of the "Old Lights" and of those who disbelieved in creeds, and they claimed Clap was schismatic in starting a separate church, even going so far as to threaten legal measures against him.

In 1754 President Clap published, in answer to these charges, a tract on the "Religious Constitution of Colleges," in which he says "Colleges are societies of ministers for training up persons for the work of the ministry."<sup>3</sup> He tried to prove that as "religious worship, preaching, and instruction on the Sabbath" was "one of the most important parts of the education of ministers," so "it was more necessary that it should be under the conduct of the authority of the college, than any other part of education. That the preaching ought to be adapted to the superior capacity of those who are to be qualified to be instructors of others," and "that it was more necessary that the governors of college should nominate its preacher, than any other officer or instructor."<sup>4</sup>

In the meantime the corporation was searching for its professor,<sup>5</sup> and found him in the person of Rev. Naphtali Daggett, of Smithtown, Long Island. Born in Massachusetts in 1727 and a graduate of Yale of the class of 1748, he was destined to be the first president of the college from the ranks of its own alumni. He had been at Smithtown some four years, and was, according to President Stiles, "a good classical scholar, well versed in moral philosophy, and a learned divine."<sup>6</sup> President Dwight says of him:

He was respectable as a scholar, a divine, and a preacher. His sermons were judicious, clear, solemn, and impressive.

He accepted the call to the college<sup>7</sup> and was installed March 3, 1756. At this time this paragon of orthodoxy—

Assented to the Westminster Catechism and confession of faith, the Nicene Creed, Saybrook Platform, Apostles and Athanasian Creeds, 9th of the 39 Articles, *i. e.* on Original Sin, and presented five closely written pages of his confession. He then abjured all errors and heresies, which commonly go by the name of Arianism, Socinianism, Arminianism, Pelagianism, Antinomianism, and Enthusiasm.<sup>8</sup>

Verily the college students could have nothing to fear from his sermons. He had been preaching for some months before this;

<sup>1</sup> Yale Book, I, 82.

<sup>2</sup> Trumbull, II, 316-318.

<sup>3</sup> In 1752 Rev. Solomon Williams, of Lebanon, was chosen, but declined on account of infirmities. (J. L. Kingsley, p. 15.)

<sup>4</sup> J. L. Kingsley, 19.

<sup>7</sup> Trumbull, II, 324.

<sup>5</sup> Eccles, Const. of Y. C., 420.

<sup>6</sup> Trumbull, II, 319-324.

<sup>8</sup> New Englander, XVI, 437.

indeed from the previous November. The New Haven church made one last effort to keep the students by offering, "with Mr. Noyes's good liking," to make Prof. Daggett their colleague pastor, and, when this was declined, asked him to preach in their pulpit one-half the time. This was done for some months, but did not prove satisfactory,<sup>1</sup> and was soon given up. The natural thing now was to form the college into a separate church, and this was soon done. June 29, 1757, the corporation, at its meeting, received a petition from the tutors and some of the students that, as a professor of divinity had been settled by the corporation "of their paternal care and goodness," and as the signers were church members, they were "desirous to attend upon the ordinance of the Lord's Supper, under the administration of the reverend professor, and to walk together in stated Christian communion and holy subjection to all the ordinances of Christ." The corporation granted this, and in consequence of it the college church<sup>2</sup> was formed and the first Lord's Supper administered in the college hall on July 3. On the first Sunday of every month in term time, since that day, has that custom been kept up. The church has well<sup>3</sup> fulfilled its mission, and events have fully justified the justice and wisdom of President Clap's course; but at the time great bitterness was felt and quite a war of pamphlets was indulged in, while many were unfortunately alienated from the college.

In addition to Livingston's gift, Gershom Clark, of Lebanon, gave £33 10s. for the use of the professor of divinity, and from these two gifts and the rent of certain college lands,<sup>4</sup> assigned for the purpose, his salary was paid.<sup>5</sup>

#### NEW BUILDINGS—CONNECTICUT HALL.

To prepare for the enlargement the college received from its new charter, President Clap drew up a code of rules in Latin from those of Oxford, Harvard, and Yale, with some additions, and these were printed in 1748.<sup>6</sup> He also collected a book of customs, now lost, which is supposed to have contained minute rules as to deportment of students toward each other and the college officers.<sup>7</sup> But a far greater service to the institution—he served with a fidelity and zeal rarely equaled—was done by means of his great influence with the legislature, where he was said to appear as often as the members themselves. He induced the general assembly to give the college a new hall, called from its donors, for many years, Connecticut Hall. This still stands, the oldest

<sup>1</sup> Bacon, *Historical Discourses*, 233.

<sup>2</sup>The original members were the three tutors, one post-graduate, and eight undergraduates (Kingsley, 15.)

<sup>3</sup>Trumbull, II, 326.

<sup>4</sup>These lands were those of the State grant in Litchfield and were leased for 999 years. Trumbull, II, 3, 4.

<sup>5</sup>Trumbull, II, 325.

<sup>6</sup>This is said to have been the first book printed in New Haven.

<sup>7</sup>Yale Book, I, 66.

of the college buildings; but student nomenclature long since changed the name to that it now bears, South Middle.

In May, 1747, a lottery of £50,000, "old tenour," was granted, to be drawn at New Haven; 15 per cent of the prizes were to be reserved for a new building, "as the present college house is not large enough to entertain one-half of the students."<sup>1</sup> By this, £500 sterling were cleared; but that was not enough. In October, 1749, on petition, the colony granted for this purpose £4,000 "old tenour," or £363 sterling, in possession of Gurdon Saltonstall, the proceeds of a French prize taken by a Connecticut frigate.<sup>2</sup> On April 17, 1750, the foundation was laid by the president, and it was completed in September, 1752. In all, it took 230,000 brick, and cost, without counting the finishing of the rooms,<sup>3</sup> £1,180 sterling, or £14,019 "old tenour." The rooms were left to be finished by students, who were granted the rent of the rooms for some years to recompense them.<sup>4</sup> It measures 100 feet by 40, and was originally three stories high, with "gambriel" roof and "dormer" windows. It contained, when built, 32 chambers and 64 studies.<sup>5</sup> Additional land was bought for it, this being the first step toward obtaining the whole college square. At the commencement of 1752 it was dedicated, the president and fellows entering into it in procession, and an announcement was made that, Connecticut having given the building<sup>6</sup> "in perpetuam tantæ generositatis memoriam, ædes hæc nitida et splendida Aula Connecticutensis nuncupetur." Splendid for those days, it is true, for was it not the finest building in the whole colony? Even to-day we can see traces in ornamental keystones, etc., of more elaboration than was bestowed on any of the college buildings till far into this century.<sup>4</sup>

But it was not entirely paid for by previous grants, and in October, 1751, we find a debt of £1,764 17s. 3d. in "old tenour," and that £6,000 more are needed to complete it; and to pay for this the legislature appointed a committee to receive "bonds from sundry persons of this Colony, payable in bills of credit, and deliver the same to President Clap."<sup>7</sup> This money was the rest of the proceeds of the prize and the money from the sale of the frigate which captured it, amounting to £500 sterling. In October, 1754, £280 sterling, due to the colony on some old accounts, was also given to Yale, and this probably finished the payment for the building.<sup>8</sup>

<sup>1</sup> Connecticut Records, ix, 279, 325; J. L. Kingsley, 38.

<sup>2</sup> Trumbull, ii, 313; Connecticut Records, ix, 493.

<sup>3</sup> Trumbull, ii, 312; Yale Book, i, 442. (F. J. Kingsbury.)

<sup>4</sup> Yale Book, i, 442.

<sup>5</sup> Yale Book, i, 77.

In English, "For the continual remembrance of so great generosity, this gorgeous and splendid edifice shall be called Connecticut Hall." Yale Book, i, 77; Trumbull i, 313.

<sup>7</sup> Connecticut Records, x, 46.

<sup>8</sup> Trumbull, ii, 313.

Three years after this, the building now completely finished, the corporation met on June 29, 1757, examined the accounts and thanked President Clap for his "extraordinary care, diligence, and labour," in superintending the construction, and his great prudence and frugality "in disbursing the money, for which he received no pay but had generously given his labor for the service of said college."<sup>1</sup> Another "extraordinary instance of his generosity" may be noted here, as he was thanked for it in the same vote. It was the gift of a lot on York street, where the medical school now stands, for a house for the professor of divinity.<sup>2</sup> This lot cost £52 "lawful money," and was given in September, 1756. Not only this, but he interested himself in getting subscriptions for such a house from the governor, deputy governor, and others of prominence, in which attempt he was so successful as to be able to raise the frame of the house in June, 1757. It cost £285 sterling, and was solemnly dedicated.

This may be as convenient a place as any to speak of the subsequent history of South Middle. It contained the "buttery"<sup>3</sup> for many years, till its abolition in 1817. This was a quaint place. There the student had to buy his cider and beer. Loaf sugar, pipes, tobacco, stationery, etc., were also sold. The idea was to put the trade in safe hands, to prevent the students from incurring debts, and to make a place where light liquors might be sold and thus a desire for strong ones avoided.<sup>4</sup> The account books for part of the time are preserved and show many quaint entries. The corporation in 1774 "voted that for the future the scholars residing in College shall be charged for Sweeping College and Making Beds only one Penny per week," which seems not at all extravagant.

In 1797 a fourth story was added to supply more rooms, and the building has stood since that time without change,<sup>5</sup> a pattern of all subsequent dormitories, till Farnam was built. It was originally built on the model of Massachusetts Hall at Harvard, and for many years in this century was the favorite haunt of sophomores. This class took the whole building and many escapades and hairbreadth escapes from tutors occurred there. Of late years it has been occupied by all classes, but still "a vacant room is seldom found in South Middle. It is the men whom you meet and the society which you enjoy, which constitute the chief charms. There is an astonishing charm about these low ceilings and these cramped walls."<sup>6</sup> So even to-day, in its decrepitude, it has power to fascinate, and none who ever spent sophomore year there

<sup>1</sup> Trumbull, II, 326; Kingsley, 15.

<sup>2</sup> Kingsley, 15; Trumbull, II, 325, 326.

<sup>3</sup> A sample buttery license is given: "*Promo licentia in promptuario vendendi vinum pomaceum, hydromelum crevisium fortem (non plus quam cados duodecim annuatim) saccharum rigidum tubulos, tabacum, et talia scholaribus necessaria non a dispensatore in-sulis venalia.*"

<sup>4</sup> Bagg, Four Years at Yale, 247, 248.

<sup>5</sup> Yale Book, I, 442 et seq.

<sup>6</sup> Sketches of Yale life, ed. by J. A. Porter, 4-8.

looked back on it with aught but pleasurable memories. For several years, about 1870, the college reading room was placed on the ground floor of South Middle, but this proving inconvenient, it was removed to larger quarters in the Cabinet building. Of late the Co-operative Society has found a home there.

#### THE CHAPEL—ATHENÆUM.

At the end of the seven years' war, Connecticut was nearly bankrupt. Even that fact could not conquer the zealous president, and at that very time he obtained from the general assembly grants for a chapel. Through the college church, he was now fully reconciled to the "new lights," who had gained ascendancy in the legislature.<sup>1</sup> The daily worship had been held in the dining hall of the old Yale College for many years, and the Sunday services, for some time, were held in the same place. But this soon became too small, and besides, it was not fitted for church purposes. The students now numbered 170; the library, too, was too small to hold the books and apparatus. The college first sought for individual subscriptions<sup>2</sup> and in April, 1761, the foundation was laid. It was opened in June, 1763, with formal exercises. The new building contained a chapel, which was also to be used for scholastic exercises, and above that, a room for the library and apparatus. For many years the services of the college church were held there, and from the pulpit there President Dwight delivered his famous "System of Divinity." The chapel was not finished at once; but a few years afterward funds were obtained for surmounting it with a handsome steeple.<sup>3</sup> Private subscriptions raised for it £244, of which £100 were given by Richard Jackson, M. P., the Colony's English agent; the college funds paid £382, and then a successful appeal was made to the legislature to pay a debt of £327 which had been incurred, making the total cost £953.<sup>4</sup> The Athenæum stands south of South Middle and ceased to be used as a chapel, when a new one was built in 1824. It was then made into three stories, containing recitation rooms and the libraries of the students' literary societies. It was first heated in 1820. The college library was moved to the lyceum early in this century, and in 1829 the spire was taken down<sup>5</sup> and an octagonal tower for an observatory containing a refracting telescope built in its place. The old spire had a clock and bell, which were moved to the lyceum in 1822.<sup>6</sup> In 1870 the building was altered—made into two stories, which contain four recitation rooms used by the freshmen class, and a revolving turret for the observatory was added. Since the Winchester Observatory on Prospect street has been erected, this one has chiefly been used by the college classes in astronomy to familiarize them with the stars.

<sup>1</sup> Richardson and Clark College book, 73 (W. L. Kingsley).

<sup>2</sup> Trumbull, II, 333. A vote to build a chapel was passed July 23, 1760. Yale Book, I, 451 (W. L. Kingsley).

<sup>3</sup> Trumbull, II, 334. College Book, 13.

<sup>5</sup> J. L. Kingsley, 37.

<sup>4</sup> Conn. Rec., XII, 438.

<sup>6</sup> Yale Book, I, 465.

## INTERNAL LIFE OF THE COLLEGE.

The colony's grant in the charter has been noted; this was regularly paid for several years;<sup>1</sup> the last record of its being voted is found in October, 1754. In addition to this regular grant, in 1750 a committee was appointed "to make reparations and emendations in College and draw on the Treasurer for all such sums."<sup>2</sup> After two years they reported and the general assembly voted for that purpose £627 19s. 2d. "old tenour."<sup>3</sup> In October, 1766, a despairing petition came to the general assembly from the college. A committee on the petition reports a lack of funds from building the chapel and the house for the professor of divinity; that the number of students had decreased owing to war and dissatisfaction with Rector Clap's position, and that the college sadly missed the old grant of the assembly. The committee further made an estimate of the expenses for the next year and also of the receipts and found that to pay the present debt and the deficiency for the next year, £159 12s. was needed and they recommend a grant of that sum from the impost duty on rum collected at New London and New Haven. The committee recommend to the college authorities to revise the laws and publish them in English as well as Latin, and to make the government as nearly parental and with as few pecuniary mulcts as possible. Further, that the steward in his quarter bills insert the offenses and punishments of each student for the parent's information, and that the college yearly lay its accounts before the legislature. On hearing this report the assembly granted part of its recommendation by voting £102 10s. 8d. from the duty on rum collected at New Haven and, if the receipts there were not enough to make that amount, also from the duty collected at New London.<sup>4</sup>

From private persons came several gifts worth noting. Mr. Samuel Lambert, a Scotch merchant of New Haven, dying some years before this period, left £10 to the college and the rest of the principal part of his estate to be paid to the graduates, who should settle in the ministry, £3 sterling to each. Difficulties in the distribution arose and the clergymen gave their claims to the corporation in 1745. From this gift, after some trouble and the purchase of the rights of such as would not give them, was finally obtained 100 acres in Wallingford and 62 in New Haven.<sup>5</sup> In 1752 Benjamin Franklin<sup>6</sup> gave Bower's "History of the Popes" to the library, which was also enriched by Bishop Sher-

<sup>1</sup> Connecticut Records, ix, 315, 323, 375, 386, 464, 535, 550; x, 7, 48, 78, 134, 187, 229, 274, 322. These votes show the gradual deterioration of the colony's money both "old and new tenour."

<sup>2</sup> Connecticut Records, ix, 550.

<sup>3</sup> Connecticut Records, x, 92.

<sup>4</sup> Connecticut Records, xii, 513.

<sup>5</sup> Trumbull, ii, 310, 311.

<sup>6</sup> He gave an electrical machine in 1749 on which President Stiles, when a tutor, made the first experiments of the sort in New England. (Yale Book, i, 77.)



lock's and Rev. John Erskine's gift of their sermons in 1761, and by Thomas Whitely, M. P.'s gift of cuts of Diocletian's Palace in 1765. The apparatus was increased by the gift of an air pump by sundry gentlemen in 1756 and an electrical instrument from Philip Schuyler, of Albany, N. Y., in 1763.<sup>1</sup> Of the library, President Clap says in 1766:

We have a good library, consisting of about 4,000 volumes, well furnished with ancient authors, but not many authors who have wrote within these thirty years.

The first bequest to the library was one of £10 from Rev. Jared Eliot, of Killingworth, in 1763.<sup>2</sup> Among the Alumni of this period were, in 1744, Dr. Leverett Hubbard, first president of the Connecticut Medical Society; in 1745, Hon. William Smith, the author of a history of New York, and, like his father, of the class of 1719, a judge on the supreme bench of that province, Dr. Thomas Bradbury Chandler, of Elizabeth, N. J., the Episcopalian controversionalist, and Dr. Jeremiah Leaming, of Middletown, Conn. In the class of 1746 were Lewis Morris, a signer of the Declaration of Independence; Ezra Stiles, later president of the college, and Gen. John Morin Scott, of Revolutionary fame. President Daggett and Samuel Seabury, the first Episcopalian bishop in the United States, were of the class of 1748.

In 1752,<sup>3</sup> graduated Gen. Gold S. Silliman, himself famous, but more famous from his descendants, and Rev. Elizur Goodrich, D. D., who was long intimately connected with the college. Æneas Munson, one of the founders of the Yale Medical School, graduated in 1753. In 1757, John Sloss Hobart, LL. D., signer of the Constitution of the United States and Senator from New York, graduated together with the celebrated tory Edmund Fanning, the notorious Dr. Samuel Peters, of historical fame, and Hon. Jabez Bowen, for thirty years chancellor of Brown University. Silas Deane graduated a year later, and a year after him Rev. Benjamin Trumbull, the historian of Connecticut. The class of 1761 contained Right Rev. Abraham Jarvis, the second Bishop of Connecticut, and Hon. Simeon Olcott, Senator from New Hampshire. A year afterwards graduated John Henry Livingston, president of Queens (now Rutgers) College, and in 1763 Stephen Mix Mitchell, later United States Senator. In 1765 graduated the noted Dr. Manasseh Cutler and Theodore Sedgwick, United States Senator from Massachusetts. In 1766 the two Ingersolls graduated, Jared, son of Hon. Jared Ingersoll of 1742, the stamp distributor, and himself Federal candidate for Vice-President in 1812, and Jonathan Ingersoll, an ardent patriot and lieutenant-governor of Connecticut.

The classes were kept in strict subordination within the college.<sup>4</sup>

<sup>1</sup> Baldwin's Yale College, appendix.

<sup>2</sup> Yale Book, I, 185. (A. Van Name.)

<sup>3</sup>In 1751 the class all entered and graduated together, an unique instance. (J. L. Kingsley, 47.)

<sup>4</sup>J. L. Kingsley, 46.

The so-called freshman laws lasted till 1804 and are very curious, reminding one of fagging in English schools.

In case of a personal insult, a junior may call up a freshman and reprimand him. A sophomore, in like case, must obtain leave from a senior and then he may discipline a freshman.

No instance of flogging is found; but freshmen and "commencing sophomores" were boxed on the ear by the president in chapel. This was never put in the rules and was given up about 1760.<sup>1</sup>

It being the duty of the seniors to teach the Freshmen the laws, usages, and customs of the college, to this end they are empowered to order the whole Freshman class, or any particular member of it, in order to be instructed or reprov'd, at such time and place as they shall appoint, when and where every Freshman shall attend, answer all proper questions, and behave decently.

All undergraduates are to be uncovered and are forbidden to wear their hats (unless in stormy weather)<sup>2</sup> in the front door yard of the president's or professor's house, or within 10 rods of the person of the president, 8 rods of the professor, and 5 rods of the tutors. Freshmen (except in stormy weather) might not wear their hats in the "college yard" at all, until the May vacation, unless they carried something in their hands.

A Freshman shall not play with any members of an upper class, without being asked, nor is he permitted to use any acts of familiarity with them, even in study time. Freshmen are obliged to perform all reasonable errands for any superior,<sup>3</sup> always returning an account of the same to the person who sent them.

This privilege was much used and it was a great privation to be deprived of it for misconduct.

When a Freshman is near a gate or door, belonging to College or College-yard, he shall look around and observe, whether any of his superiors are coming to the same and, if any are coming within three rods, he shall not enter without a signal to proceed. Freshmen shall not run in College yard, or up or down stairs, or call to any one through a College window.<sup>4</sup>

This last provision many a worried student of later days has longed for, when the days become warm and men shout for friends in the upper stories of the buildings.

Discipline in those days was conducted chiefly by fines, a system not given up till the days of President Dwight. One of the complaints against President Clap was his excessive use of this means of punishment, it being stated that in three years over £172 had been so collected. In the laws of 1748, which remained without essential change<sup>5</sup> till an English edition was published in 1772, absence from prayers cost 1 penny, tardiness, a half penny; absence from church, 4 pence; 2 and 6 pence for playing at cards or dice, or for bringing strong liquor

<sup>1</sup> Scribner, xi, 766 (H. A. Beers).

<sup>2</sup> This is a reminder that umbrellas were as yet unknown.

<sup>3</sup> Yale Book i, 278. Am. Jour. of Ed., v, 552 (T. D. Woolsey). The date given to these laws is 1764.

<sup>4</sup> Am. J. Ed. v, 564 (T. D. Woolsey).

<sup>5</sup> J. L. Kingsley, 46.

into college; 1 shilling for doing damage to the college, or jumping out of the windows, etc.<sup>1</sup>

Of student life we do not know much; but from a diary of a junior in 1762 we find "three publicly admonished for having a dance at Milford," and a little later that "six made a Publick Confession for acting a play at Milford," and toward the end of the term the writer notes a fact, which is just as true to-day, that, "as vacancy grows nigh, a general relaxation from study takes place, as it commonly has done in years past." We find him going to Long Island on a pleasure trip, and, while there, true to his college, he "talked a little diminutively of ye Jersey scholars" (Princeton students).<sup>2</sup> The two upper classes disputed "on Monday in the syllogistic form;"<sup>3</sup> on Tuesday, in the forensic, discussing such subjects as "whether Adam knew yt Eternal Damnation would be his doom if he eat the forbidden fruit?"<sup>4</sup>

Views thought heretical were supposed to be countenanced by Harvard, and Yale was stiffly orthodox, so the number of students increased somewhat from that cause. Consequently we see that, though the Harvard alumni were more than the Yale ones from 1745 to 1752, the numbers being 194 and 179, for the next eight years, from 1753 to 1760, the Yale alumni numbered 254, the Harvard ones only 205.<sup>4</sup> The largest class under President Clap was that of 1765, which numbered 47. Some time about 1750 a literary society called Crotonia was organized, possibly through the interest Clap took in the students.<sup>5</sup> This was living in 1762, but died soon after. In 1753 the Linonian society was founded by William Wickham, of 1754. This venerable society survived till 1872, and at its death was the oldest institution of the sort in any American college.<sup>6</sup> Its influence still lives in the library it founded, which, with that of its rival, Brothers in Unity, supplies the undergraduates with most of their reading material.

Commencement day was the great occasion of the year.<sup>7</sup> It was held in public, save in 1746 and 1757, when the corporation voted that, "whereas the present calamitous and distressing war loudly calls us to repentance and frugality and all kinds of luxury and extravagance and disorder are in a particular manner wrong and undesirable at this time," therefore the commencement shall be private.<sup>8</sup> Grave disorders in truth occurred on these occasions; in 1731, firing of cannon was prohibited; in 1735, the trustees appointed a committee to suppress disorders, both at the meeting house and at college in the evening after the exercises.<sup>9</sup> In 1737, drinking was forbidden during the week, and

<sup>1</sup> Woolsey, Hist. Discourse, 47.

<sup>2</sup> Yale Book, I, 444.

<sup>3</sup> Scribner, XI, 766.

<sup>4</sup> Quincy's History of Harvard, II, 432.

<sup>5</sup> Yale Book, I, 77.

<sup>6</sup> Four years at Yale, 190-221.

<sup>7</sup> Yale Book, I, 369.

<sup>8</sup> Yale Book, I, 87.

<sup>9</sup> From 1748 on seniors might provide and give away a barrel of metheglin and something more at commencement (Harpers Monthly, 17, 11).

in 1755 freshmen were forbidden to fire great guns at the commencement, and if crackers and guns are fired, "the Elumination of the College on the evening before" is to be "wholly suppressed."<sup>1</sup>

But even these stringent measures were not sufficient; so five years later there was enacted a prohibition of drunkenness and riot on commencement week, and no candidate for a degree was allowed to have over 2 gallons of wine, an amount which seems ample. In 1761<sup>2</sup> heroic measures were resorted to, and no public commencement was held. The same course was adopted in 1762 and 1765.<sup>3</sup> At the time of commencement in 1761, President Clap felt obliged to come out with a card in the Connecticut Gazette:

Whereas, on last Tuesday evening, a number of persons gathered together near the College and there and round the town fired a great number of guns, to the great disturbance and terror of his Majesties subjects, and brake the college windows and fences, and several of them had gowns on with a design to bring a scandal upon the College. These may certify that I and the Tutors several times walked among and near the rioters and could not see any scholars among them; but they appeared to be principally the people of the town, with a few strangers.<sup>4</sup>

In 1764 some Frenchmen in the town tried to kill the students by putting poison in the food.<sup>5</sup> Shortly thereafter, while the students were still sobered by their narrow escape, Whitefield, the evangelist, came to New Haven again, and was invited by President Clap (so much had times changed) to preach in the new chapel. He did so, and said it "crowned the expedition." "The president came to me as I was going off in the chaise and informed me the students were so deeply impressed by the sermon that they were gone into the chapel, and earnestly entreated me to give them one more quarter of an hour's exhortation. Not unto me, O Lord, not unto me, but unto thy free and unmerited grace be all the glory."<sup>6</sup> So writes the pious preacher in his journal.

During this time the curriculum was developing. The president gave "public lectures upon all those subjects which are necessary to be understood to qualify young gentlemen for the various stations and employments of life."<sup>7</sup> He personally corrected the students' disputations, formerly left to the unpracticed hands of the tutors, and gave to natural philosophy and mathematics part of the time formerly given to logic. In physics, Rector Pierson's manuscript had given way, ~~after~~

<sup>1</sup>Yale Book, I, 369.

<sup>2</sup>From 1760 on there was at commencement a pipe of wine, free for all, paid for by seniors (Harpers 17, 11).

<sup>3</sup>Yale Book, I, 369 *et seq.*

<sup>4</sup>Barbour's Historical Collections: Connecticut, 165.

<sup>5</sup>Yale Book, I, 89.

<sup>6</sup>Yale Book, I, 284.

<sup>7</sup>(Woolsey) Yale Book, II, p. 498 *et seq.* Such as the nature of civil government, the civil constitution of Great Britain, the various forms of courts, the several forms of ecclesiastical government which have obtained in the Christian church, &c. "College Book, 70.

some thirty years, to Rohault's treatise, and Clap introduced Martin's "System of the Newtonian Philosophy," which was used till out of print, in 1787. Then President Stiles asked Dr. Price to recommend a substitute. With the concurrence of Dr. Priestley, he advised Enfield's "Institutes of Natural Philosophy," which was used till 1835.<sup>1</sup> In sophomore year, oratory, geography, and natural philosophy were introduced, and some, we learn, "make good progress in trigonometry and algebra." In junior year "many understand well, surveying, navigation, and calculation of eclipses, and some are considerable proficient in conic sections and fluxions." We see here how much advance was made in mathematics over the earlier period. It is interesting to note that, for a long time, no Greek was regularly taught but that of the New Testament.<sup>2</sup>

Still, though the course "kept the ministry in view," it was not intended exclusively for ministers nor did it supply the ministry alone. By 1750, 306 of the graduates had become clergymen and 336 laymen, and of 110 tutors in the first century of the college, 49 were laymen.<sup>3</sup>

#### STATE INTERVENTION.

Some had been alienated from the college by President Clap's invincible firmness, and so in May, 1763, a memorial was preferred to the general assembly, signed by nine men and confirmed by five clergymen in another petition,<sup>4</sup> that the colony would appoint a committee of visitation "to inquire into and rectify the abuses in the College."<sup>5</sup> The memorial stated that the general assembly was the founder of the college, "and as such had a right to appoint visitors." "This right," they said, "ought to be asserted," and they prayed for an act authorizing "an appeal from any and every sentence given by the authority of the college, to the Governor and the Council."<sup>6</sup> This visitation had been first proposed in 1758, and the controversy to which it gave rise has been regarded as a precursor of the Dartmouth College case. It created great excitement.<sup>7</sup> William Samuel Johnson and James Ingersoll, two of the most learned lawyers in the colony, and graduates of the college, took the side of the memorialists, and the opponents of the administration of the college hoped to overthrow it. "President Clap viewed the cause of too great consequence to be trusted in any hands but his own,"<sup>8</sup> and himself prepared the reply to the petitioners. In 1834 Chancellor Kent said of this:

President Clap opposed this pretension in a counter-memorial and argument, drawn boldly and with the confidence of a master, from his own mental resources. He grounded himself upon English authorities, in the true style of a well read lawyer, and successfully contended that the first trustees and donors, prior to the

<sup>1</sup> J. L. Kingsley, 44 *et seq.*

<sup>2</sup> Yale Book, II, 495 *et seq.*; T. D. Woolsey.

<sup>3</sup> Scribner, XI, 766 *et seq.*

<sup>4</sup> J. L. Kingsley, 12 *et seq.*

<sup>5</sup> Scribner, XI, 770.

<sup>6</sup> Trumbull, II, 327.

<sup>7</sup> J. L. Kingsley, 12 *et seq.*

<sup>8</sup> Trumbull, II, 328-329.

charter, were the founders and lawful visitors, and that the right of visitation passed to the trustees under the charter and then resided in the President and Fellows.<sup>1</sup>

He conquered; the legislature did nothing, and the project of a visitation was never revived; but many became opposed to the college and there was growing disorder among the students, in some cases doubtless inspired by outsiders. In 1765 two of the three tutors became Sandemanians and Clap told them to resign, and the third, taking offense, left with them. Their successors found public disaffection so strong that they had to resign in the summer of 1766, and Clap, weary of the strife, also wished to resign at that time. The corporation begged him to wait at least till after commencement, which he did, delivering a valedictory on that day. The corporation passed a vote of thanks for his labors, and stated that they felt obliged, with grief, to accept his resignation. He did not long survive, dying on January 7, 1767.<sup>2</sup> Though his stubbornness, at times, harmed the college, yet for zeal, devotion, merit, and labors toward the college he deserves to be ranked among its greatest presidents.<sup>3</sup>

PRESIDENT NAPHTALI DAGGETT (1766-1777).

The day that President Clap resigned, the corporation chose Rev. James Lockwood, of Wethersfield, as president and, when he declined a month later, they appointed Naphtali Daggett, Livingston professor of divinity, as president *pro tempore*, an office he held for eleven years. "Though he was expected to be a controversialist, when put in office, yet he seems to have lived at peace with all."<sup>4</sup> Even the mendacious Peters, in his wondrous fable, the "General History of Connecticut," was forced to speak approvingly of him and to call him "an excellent Greek and Latin scholar and reckoned a good Calvinistic divine. Though a stranger to European politeness, yet possessing a mild temper and affable disposition, the exercise of his authority is untinctured with haughtiness. Indeed he seems to have too much candour and too little bigotry to please the corporation and retain his post many years."<sup>5</sup> Yet he did so, until the stormy times of the Revolution induced him to retire. As a president he was not a great success. "He had very just conceptions of the manner in which a college should be governed, but was not equally happy in the mode of administering its discipline," says his successor, President Dwight. Yet his administration is marked by increased interest in the study of English and the growth of the republican spirit; while a succession of brilliant tutors supplied any deficiencies of his. During this period men of some note were Joseph Howe, John Trumbull, the author of the almost forgotten poem *Mc-*

<sup>1</sup> Yale Book, 1, 91.

<sup>2</sup> He left an astronomical quadrant to the college in his will. J. L. Kingsley, 44.

<sup>3</sup> J. L. Kingsley, 12 sq.

<sup>4</sup> Dwight.

<sup>5</sup> Peters, 160.

Fingal, Rev. Samuel Wales, later professor of divinity, Timothy Dwight, and Joseph Buckminster held the tutorial office.<sup>1</sup>

Trumbull, in the first year of his teaching, wrote a poem called the "Progress of Dulness," a satire on the college course as then pursued. It was designed, he said, "to point out, in a clear and concise manner, those general errors that hinder the advances of education. The mere knowledge of ancient languages, of the abstruser parts of mathematics, and the dark researches of metaphysics is of little advantage in any business or profession in life and it would be more beneficial in every place of public education to take pains in teaching the elements of oratory, the grammar of the English tongue, and the elegancies of style and composition."<sup>2</sup> In the poem, college manners are gracefully described, and the picture of the student fop of the time is very cleverly drawn. Dwight wrote, during his tutorship, an epic, "The Conquest of Canaan," which long ago has been retired to upper shelves. But these tutors did more than write;<sup>3</sup> they inspired the students with a desire to know the masterpieces of their native tongue. As a consequence of this zeal, on October 23, 1776, when Dwight had been for five years a tutor, the corporation voted—

Upon application made to this board by Mr. Dwight, one of the tutors, at the desire of the present senior class, requesting that they might be permitted to hire the said Mr. Dwight to instruct them the current year in rhetoric, history, and the belles lettres; Upon considering the motion, the corporation, being willing to encourage the improvement of the youth in those branches of polite literature, do comply with their request, provided it may be done with the approbation of the parents, or guardians of the said class.<sup>4</sup>

#### A SECOND PROFESSOR.

During President Daggett's time, few gifts came from individuals. In 1770, Governor Trumbull, better known as "Brother Jonathan," gave land in Lebanon worth \$100, and Mrs. Elizabeth Smith, of Wethersfield, made a gift of \$200, and we notice with amusement that the owners of the sloop-of-war *Satisfaction*, gave the first volume of "Knicott's Hebrew Bible."<sup>5</sup>

From the legislature came timely aid when it was needed. In October, 1767, the college accounts were laid before the assembly, and Yale was found to be in debt £159 8s. 6d., "including a balance of £49 8s. 6d. due on chapel and repairs of old college, and coloring windows of new college and chapel are now necessary, which will cost £63 11s. 6d." To pay all this, the assembly grants £223 from that convenient duty on rum.<sup>6</sup> But the college was like the sieve of the daughters of Danaus, always needing more, and the next fall Yale was in debt £122 16s. 10d., and money was "needed for a new library and for finishing the entries

<sup>1</sup> Dexter Yale University 38, Yale Book 1, 94.

<sup>2</sup> Yale Book, 1, 97.

<sup>3</sup> J. L. Kingsley, 44.

<sup>4</sup> Yale Book, 1, 99.

<sup>5</sup> Baldwin's Yale College.

<sup>6</sup> Conn. Rec., xii, 630.

of the brick college, a decent fence for the college yard, and more convenient kitchen and dining room." For the debt and finishing the library, the sum of £182 16s. 10d. was given, but apparently the assembly was as little anxious then to build the Yale fence, as the faculty recently was to keep it.<sup>1</sup> In 1769, the college debt was £226 11s. 11d., but only £83 4s. 11d. were given toward it by the assembly; all these grants being from the duty on rum.<sup>2</sup> The next year the college was more fortunate, and got an appropriation for the whole of its debt, £216 4s. 6d.<sup>3</sup>

Encouraged by this, the corporation hoped that the legislature would endow a second professorship, and, in that hope, appointed, in September, 1770, Rev. Nehemiah Strong, professor of mathematics and natural philosophy. He was born in 1728 at Northampton, and graduated from Yale in 1755. The office he held till December, 1781, when his loyalist principles and a lack of funds led to his removal.<sup>4</sup> Peters says that he is "of amiable temper, and merits his appointment."

The fair hopes of a colonial endowment of this chair found no realization; the next year the legislature made no grant at all, and, in May, 1772, it only gave the wharfage, from an extension of Long Wharf, to be built by lottery.<sup>5</sup> In October of that year, "to establish such durable supports as shall best answer the great purposes of founding" the college, a joint committee of the two houses was appointed "to take into consideration the state of education and learning in said school; the government, laws, and constitution of the same, to look into the several donations at any time made for the support of said school, the revenues arising therefrom, and the state in which they now are, and devise the most effectual measures to render the institution most extensively useful, and the support thereof permanent and lasting, and to confer with the president and fellows of said college concerning the same."<sup>6</sup> The only pecuniary benefit the college received was £180 10s. 9d. in bills of credit of the last emission, for its debt from the past year.<sup>7</sup>

The next year nothing was given, but in May, 1774, £107 7s. 6d. were appropriated for the debt owed by the college in the preceding fall.<sup>8</sup> Then came the Revolution and we find little more aid from the State for twenty years.

#### THE END OF THE COLONIAL PERIOD.

The progress of free ideas was showing itself in Yale, as well as in the country at large. In 1768 the students were for the first time arranged on the catalogue in alphabetical order, instead of that formerly

<sup>1</sup> Conn. Rec., XIII, 104.

<sup>2</sup> Conn. Rec., XIII, 261.

<sup>3</sup> Conn. Rec., XIII, 396.

<sup>4</sup> Yale Book, I, 106. Dexter Y. U., 57.

J. L. Kingsley, 19. Peters, 160.

<sup>5</sup> Conn. Rec., XIII, 623.

<sup>6</sup> Conn. Rec., XIV, 36.

<sup>7</sup> Conn. Rec., XIV, 63.

<sup>8</sup> Conn. Rec., XIV, 323.



practiced, when they were placed according to their social station.<sup>1</sup> In 1768, David Humphreys, being refused admission to the Linonian Society on account of his being a freshman, "stood up for the honor of his class and having found two Seniors, three Juniors, and two Sophomores who were willing that Freshmen might be admitted to a literary society, he, with thirteen of his classmates, fought for and established their respectability." Thus was formed the Brothers in Unity, which soon forced its elder rival to admit freshmen and maintained a prosperous existence for many years, dying at the same time as Linonia. Oliver Stanley, then a senior, had also much to do with its founding.<sup>2</sup> It is interesting to note in Humphrey's further career that, after graduation in 1771, he became Washington's aide-de-camp, and later was sent as ambassador to Spain, whence, on his return, he brought the Merino sheep to this country.

A third indication of the progress of democracy was the printing of the college laws in 1772 in English instead of Latin, at the request of the legislature.

The college had now gained such a position that even the recreant Peters had to speak in praise of it. He says:

Greek, Latin, Geography, History, and Logic are well taught; but there is a lack in the Hebrew,<sup>3</sup> French, and Spanish, Oratory, Music, and politeness, are neglected here and in the colony. The Students have two hours play with foot-ball every day, and understand books better than men or manners. The Library is not to be compared to the Vatican or Bodleian. It contains eight or ten thousand volumes and wants modern books. Lately there has been obtained new and valuable apparatus for experimental philosophy. Even at present, I may truly say Yale College exceeds in the number and perhaps the learning of its scholars all over British America. [But he must have his parting fling.]<sup>4</sup> Were the corporation less rigid and more inclined to tolerate some reasonable amusements and polite accomplishments among the youth, they would greatly add to the fame and increase of the college, and the students would not be known by every stranger to have been educated in Connecticut.<sup>5</sup>

We have previously spoken of commencement day and a brief account of its exercises will not be out of place. Then, as now, the commencement was held in Center church, whither the students marched in procession. The prayer by the president came first, then the Latin salutatory, and then the syllogistic disputes; after these were heard the "Quaestiones Magistrates" of those who returned to take their second degree. Then were discussed such subjects as "An Corpora Damnatorum Poena Corporali crucientur," or "An Praxis Inoculationis in Variolis, Rationi congruat." Next came the valedictory, by one

<sup>1</sup> Yale Book, I, 95.

<sup>2</sup> Four Years at Yale, pp. 190 sq.

<sup>3</sup> Teaching in this language was given up about the time of the Revolution. (Woolsey, Yale Book, II.)

<sup>4</sup> He has a queer statement that "the charter only permitted masters' and bachelors' degrees; but college has presumed to grant doctor's degrees," and he refers to General Assembly's accusing them of usurping privileges. (Peters, pp. 94 and 156.)

<sup>5</sup> Peters's History of Connecticut, pp. 156 and 161.

taking his master's degree, and last, the conferring of degrees. All orations were, of course, in Latin, and were spoken from the front gallery, till the time of Daggett, when a stage was erected. In disputes, the speakers stood in the side galleries. Thus were commencements till 1787; though two English orations were introduced a little before that date.<sup>1</sup> In the New York Journal for September 29, 1768, we find a quaint notice:

The public are advised that in the 5th Master's Thesis printed this year, which is marked by an index, to be disputed, viz.: "An signis a mola actione, &c.," a very material error escaped the Correction of the Press: Under it stands *Affirmat*; whereas it should have been *Negat*, as was designed.<sup>2</sup>

Under President Daggett graduated, in 1767, Samuel Wales, later the professor of divinity; John Treadwell, governor of Connecticut; Nathaniel Emmons, the great theologian; and John Trumbull, the poet whose tutorship has been already mentioned. In 1769, Timothy Dwight, who was later to be president of the college, received his degree, as did David Humphreys<sup>3</sup> in 1771. In 1772, graduated Abraham Baldwin, a signer of the United States Constitution and first president of the University of Georgia, as did also Gen. William Hull, governor of Michigan, who capitulated at Detroit in 1812. In 1773, James Hillhouse, later the commissioner of the State's school fund, and Nathan Hale, of heroic memory, left this Alma Mater. Stephen R. Bradley and Samuel W. Dana, both later United States Senators, were in the class of 1775, and to the same dignity came Chauncey Goodrich and James Watson, who graduated in the next year. In 1777, graduated Ebenezer Fitch, first president of Williams College, Jared Mansfield, United States Surveyor-General, and Nathaniel Chipman, so intimately associated with the history of New York.

#### DARTMOUTH COLLEGE.

Dr. Benjamin Pomeroy and Eleazar Wheelock were sympathizers with Whitefield and so out of sympathy with Yale and Harvard, though they both were alumni of the former. Partly out of great admiration for Dr. Wheelock and partly in indignation at the hostile spirit Yale had shown him<sup>4</sup> and his school, young men, especially from eastern Connecticut, went to Dartmouth, at the first beginning of the college, though to reach it they had to travel 160 miles through the wilderness and it was only 40 miles to Yale. The first name on the Dartmouth triennial is that of Levi Frisbie, of Branford, who was fitted for college by Dr. Wheelock and entered the class of 1771 at Yale. In senior year, however, he left and went to Dartmouth; two others out of the first

<sup>1</sup> J. L. Kingsley, 45.

<sup>2</sup> Magazine of American History, XIII, 596.

<sup>3</sup> Dwight, Humphreys, Joel Barlow, Trumbull, and three others living in Hartford were called the Seven Connecticut Pleiades. Scribner's, XI, 773 sq.

<sup>4</sup> See the account of Indian Education in Chap. II.

class of four were from Connecticut. In 1772, both of Dartmouth's graduates came from Connecticut; in 1773, 5 out of 6; in 1774, 2 out of 8; in 1775, 8 out of 11; in 1779, 11 out of 17; in 1785, 9 out of 19; in 1786, 12 out of 25. In all, of the 284 graduates up to 1790, 121 came from Connecticut and 22 from the town of Lebanon alone, where Wheelock formerly preached.<sup>1</sup> This is the only time since 1700 when any considerable number of Connecticut youths went outside of their State for an education, and the fact deserves mention. This movement northward doubtless deprived Yale of many graduates.

#### OUTBREAK OF THE REVOLUTION.

The Revolution was a severe blow to the college. Many of the students left to fight their country's battles and their place was filled, only as far as numbers went, by those who entered the college to escape conscription.<sup>2</sup> In addition to this, the State subsidy was cut off, the price of the necessaries of life advanced, and the steward was often in great straits to obtain food for the students.

At the first alarm of war many students left, some, as Ebenezer Huntington, afterwards a general, rushing to arms at the news from Lexington.<sup>3</sup> At Bunker Hill four officers, at least, were Yale graduates, and those who did not leave New Haven formed a company of soldiers there. This company is said to have been the first one reviewed by Washington after he was appointed general,<sup>4</sup> for it drilled before him as he stopped at New Haven, on his way to Cambridge, and escorted him and Gen. Charles Lee out of town, Noah Webster leading the company with music. This was Washington's first escort in New England.<sup>5</sup>

In February, 1775, "by request of the students of Yale College, the exhibitions of the seminary were to be discontinued during the unfavorable aspect of the affairs of the colonies, and the senior class appointed a committee to wait upon the authority of college with a petition for a private commencement."<sup>6</sup>

In 1776, toward the end of August, Gen. Washington was desirous of obtaining information as to the strength of the British. For this dangerous service he selected *Nathan Hale*, a young Yale graduate. He obtained the desired knowledge, but was discovered on his return and hung in an ignominious manner, without even the formality of a trial, saying with his last breath "that he only lamented that he had but one life to lose for his country."<sup>7</sup> His heroic example spurred on others to emulation.

<sup>1</sup> *New Englander*, 42, 708 (I. N. Tarbox).

<sup>2</sup> *Hinman's Connecticut in Revolution*, 251. Yale book, 1, 99.

<sup>3</sup> *Yale Book*, 1, 99.

<sup>4</sup> *Scribner*, xi, 770, *et seq.*

<sup>5</sup> *Yale Book*, 11, p. 198, *et seq.* (H. P. Johnston).

<sup>6</sup> *Hinman's Conn. in Revolution*, 37.

<sup>7</sup> *Hinman's Conn. in Revolution*, 83 *et seq.*

Alarms from the British and the high price of food disturbed the college. On December 10, 1776, President Daggett sent the students home "until the end of the winter vacation" (January 8, 1777) on account of the difficulty of their subsisting in New Haven, "for want of regular commons." Matters grew no better, and the perplexed corporation, on April 1, 1777, voted:

Whereas the difficulties of subsisting the students in this town are so great, the price of provisions and board so high, and the avocations from study, occasioned by the state of public affairs so many—difficulties which still increase and render it very inconvenient for the students to reside here at present, and yet, considering the great importance that they be under the best advantages of instruction and learning circumstances will permit—voted—

That, in the opinion of this board, it is necessary to provide some other convenient place or places, where the classes may reside under their respective tutors, until God in His kind providence shall open a door for their return to this fixed and ancient seat of learning; and,

Whereas it may be necessary in this time of war and public danger, for the security of the library and other valuable papers that they be removed to some distance from the sea, voted—

That the president, Mr. Williams, and Mr. Treasurer Trumbull be a committee to do what they shall judge proper in that respect, who are empowered to remove the whole or part of the library and all the appurtenances of the college to such place as they shall think most convenient and safe.<sup>1</sup>

The same day a letter was ordered to be sent to the civil authority and selectmen of New Haven, as follows:

GENTLEMEN: Whereas, from the peculiar difficulties of the present time, the president and fellows of Yale College in this town find themselves under the disagreeable necessity of leaving the college buildings empty for a season, and think some special care is necessary for their preservation, in particular that no troops that may be stationed here or pass through the town (unless absolute necessity requires it) be quartered in them, they take the liberty to address you with their sincere desire that, as far as in you lies, you would have an inspection of them and use your endeavors to preserve them from harm and damage. The president and fellows are extremely sorry that they are obliged to take this step, but would be more so should the college buildings be damaged and rendered unfit for the purpose for which they were designed, since they are determined to call the students to this, their ancient and fixed seat of abode, as soon as circumstances will permit, and hope you will kindly accept this trust and inspection, by which you will greatly oblige your assured friends and humble servants.<sup>1</sup>

Shortly after signing this President Naphtali Daggett resigned his office, retaining, however, his professorship of divinity. Matters were indeed in a bad state when this second scattering of the students took place. All through the month of April arrangements were being made for the removal. It was finally decided that for the summer term the freshmen should go to Farmington, the sophomores and juniors to Glastonbury, under their tutors, and "Tutor Dwight is to find a place for the seniors where they may be under his care and government," which place turned out to be Wethersfield. Prof. Strong was asked to go to Glastonbury and President Daggett, as professor of

<sup>1</sup> Yale Book, 1, 100.

divinity, "to visit the different classes as often as he could with convenience."<sup>1</sup> The college bell might go to Glastonbury if the cost of conveyance were paid.<sup>2</sup>

#### SECTION IV.—PRESIDENT EZRA STILES (1777–1795).

##### THE NEW PRESIDENT.

The first thing to be done was to get a new president and reorganize the college. At this time Connecticut had 22 regiments in the field out of a population of barely 200,000. Tutor Dwight resigned at this very moment to become a chaplain of one of these; the students were scattered over the State, and the people, alienated by President Clap's decided policy, had never become reconciled. On May 27, 1777, the vote was passed "that the Senior class be dismissed on the 20th of July, without any public examination or exhibition," and thenceforth commencements were private till 1781.<sup>1</sup>

In these straits the corporation wisely chose Rev. Ezra Stiles as president in September, 1777. He had been born in New Haven, Conn., in 1727, and was graduated from Yale in 1746. In 1749 he was made tutor and held the office till 1755, pronouncing a Latin oration when Franklin visited the college in the latter year. In 1752 he delivered an oration at the semicentennial of the college. In 1749 he was licensed to preach, and four years later he was admitted to the bar.<sup>3</sup> At the expiration of his tutorship he was called to the church in Newport, R. I., where he preached till his congregation was broken up by the war.<sup>4</sup>

In 1759 he corresponded with Prof. Winthrop about a comet, and he took observations of the transit of Venus in 1769. Beginning in 1773 he carried on a correspondence in Hebrew with Hagim Isaac Carigal, rabbi of the synagogue at Newport.<sup>5</sup> When his church in Newport was broken up he preached at Portsmouth, N. H., and was there when the call to the presidency reached him. He came in March, 1778, to New Haven to confer with the corporation, and found all in his favor.<sup>6</sup> But he objected to the imposition of creeds and would not accept the office till the corporation repealed their act of 1753, requiring religious tests,<sup>7</sup> and also promised to have permanent professors as soon as possible. Then on March 19 he resigned his pastorship in Newport, accepted the presidency the next day, and when the year for which he had been engaged in Ports-

<sup>1</sup> Yale Book, I, 101.

<sup>2</sup> Scribner, XI, 770 *et seq.*

<sup>3</sup> Yale Book, I, 102 *et seq.*; J. L. Kingsley, 27, 28.

<sup>4</sup> J. L. Kingsley, 28; Scribner, XI, 770 *et seq.*

<sup>5</sup> J. L. Kingsley, 28.

<sup>6</sup> J. L. Kingsley, 21.

<sup>7</sup> Except an assent to the Saybrook platform. Dexter, Y. U., 46.

mouth was ended June, he went to New Haven.<sup>1</sup> He was not an ecclesiastical partisan, but a moderate Calvinist with catholic sympathies. His zeal for civil and religious liberty was great, and he was active in trying to abolish the slave trade. In politics he was an ardent patriot,<sup>2</sup> while as an antiquarian and orientalist he was especially famous. His curiosity was eager and credulous, as may be seen by those who take the trouble to read that quaint production of his, the "History of Three of the Judges of Charles I." He has been called the best scholar of his time in New England, and it is said that before the Revolution he would have been elected president of Harvard, if he had only been a graduate of that institution.<sup>3</sup> He wrote to the head of the Jesuits' college in Mexico concerning discoveries of Catholic missions in the Northwest; to the Greek bishop in Syria, asking for an account of Gentiles beyond the Caspian, "with reference to the remains of the ten tribes," and to Sir William Jones, suggesting search for early copies of the Pentateuch among the Black Jews in India.<sup>4</sup> At his death he left behind him a mass of valuable manuscripts, now in the college library. They consist of 5 volumes of an Itinerary, 15 volumes of a diary kept for forty years, a volume of Ecclesiastical Statistics for New England, 6 volumes of thermometric observations, several volumes of transcripts concerning New England history, a volume of oriental writings, a volume of statistics obtained from thirty years' experience in raising silkworms, and a great amount of correspondence from various celebrated men.<sup>5</sup>

Of this man, with such varied tastes, Chancellor Kent said:

President Stiles's zeal for civil and religious liberty was kindled at the altar of the English and New England Puritans, and it was animating and vivid. A more consistent and devoted friend to the Revolution and independence of the country never existed. He had anticipated it as early as the year 1760, and his whole soul was enlisted in favor of every measure which led on gradually to the formation and establishment of the American Union. The frequent appeals which he was accustomed to make to the heads and hearts of his pupils concerning the slippery paths of youth, the grave duties of life, the responsibilities of men, and the perils, hopes, and honors and destiny of our country, will never be forgotten by those who heard them, and especially when he came to touch, as he often did, with a master's hand and prophet's fire, on the bright vision of the future prosperity and splendor of the United States. Take him for all in all, this extraordinary man was undoubtedly one of the purest and most gifted men of his age. In addition to his other eminent attainments, he was clothed with humility, with tenderness of heart, with disinterested kindness, and with the most artless simplicity. He was distinguished for the dignity of his deportment, the politeness of his address, and the urbanity of his manners. Though he was uncompromising in his belief and vindication of the great

<sup>1</sup> Yale Book, I, 102. Fifteen years in Chapel (Porter).

<sup>2</sup> College Book, p. 78 *et seq.*

<sup>3</sup> Scribner, XI, 770 *et seq.* Harvard and Stanford are the only prominent American institutions for higher learning which have not had Yale men as presidents.

<sup>4</sup> Scribner, XI, 773.

<sup>5</sup> Yale Literary Magazine, 26, 244. (F. B. Dexter.)

fundamental doctrines of the Protestant faith, he was, nevertheless, of the most charitable and catholic temper, deriving equally from the benevolence of his disposition and the spirit of the Gospel.<sup>1</sup>

As to his personal appearance his biographer says:

He was a man of low and small stature, of a very delicate structure, and a well-proportioned form. His eyes were of a dark-gray color, and in the moment of contemplation singularly penetrating. His voice was clear and energetic; his countenance, especially in conversation, was expressive of mildness and benignity; but, if occasion required, it became the index of majesty and emotion.<sup>2</sup>

Having obtained this "truly academic man," whose reputation as a scholar gave the college "dignity abroad,"<sup>3</sup> the next thing was his inauguration as president, which occurred in the college chapel on July 8, 1778. He was also made professor of ecclesiastical history.<sup>4</sup> There were then 132 undergraduates, of whom 15 were absent, but all the rest reassembled from the towns where they had been scattered.<sup>5</sup> It was a grand occasion; "the Undergraduates, Bachelors of Art, the Beadle, and Butler carrying the College Charter, Records, Key and Seal, the Senior Presiding Fellow, one of the Hon. Council and the President Elect, the Reverend Corporation, the Professors of Divinity and Natural Philosophy, the Tutors, the Reverend Ministers, Masters of Arts, Respectable Gentlemen," all marched in procession. The exercises passed off in due form, President Stiles delivering an oration—in Latin, of course—"upon the cyclopedia, or general system of universal literature," and afterwards there was a dinner in the college hall.<sup>6</sup>

One feature is worthy of note, the oath, administered by Col. Jabez Hamlin, was the new one adopted by Connecticut, which declared it sovereign. It ran as follows:

You, Ezra Stiles, do swear, by the name of the ever-living God, that you will be true and faithful to the State of Connecticut, as a free and independent State, and in all things do your duty, as a good and faithful subject of the said State, in supporting the rights, liberties, and privileges of the same.<sup>7</sup>

Soon after the inauguration came the presentation day, so called because the graduating class was then presented to the president by the senior tutor. At this time thirty were presented, "a beautiful sight," writes the president in his diary. "The *Diploma Examinatorium*, with the return and minutes inscribed upon it, was delivered to the president, who gave it to the vice bedellus, directing him to read it. He read it and returned it to the president, to be deposited among the college archives *in perpetuum rei memoriam*. The senior thereupon made a very eloquent Latin speech and presented the candidates for the honors of the college. This presentation the president in a Latin speech

<sup>1</sup> J. L. Kingsley, pp. 28, *et seq.*; Kingsley's "Life of Stiles," in Sparks' American Biography, vol. xvi. From Kent's *Φ B K* Oration, 1831.

<sup>2</sup> Yale Book, 1, 274. (From Holmes's Stiles.)

<sup>3</sup> College Book, 78.

<sup>4</sup> J. L. Kingsley, 21.

<sup>5</sup> Harper's, 17, 11.

<sup>6</sup> Barbour's Connecticut, 178.

<sup>7</sup> Woolsey's Historical Discourse, 117.

accepted and addressed the gentlemen examiners and the candidates and gave the latter liberty to return home till commencement. At about 3 p. m. the afternoon exercises were appointed to begin. At 3:30 the bell tolled and the assembly of ladies and gentlemen convened in the chapel. The president introduced the exercises in a Latin speech and then delivered the *Diploma Examinatorium* to the vice bedellus, who, standing on the pulpit stairs, read it publicly. Then succeeded a philosophical oration<sup>1</sup> in Latin by Sir Meigs (this was Josiah Meigs, later professor of mathematics), poetical composition in English by Sir Barlow<sup>2</sup> (Joel Barlow, later United States minister to France), and other performances by Oliver Wolcott, who became Secretary of the United States Treasury; Noah Webster, of dictionary fame; Ashur Miller and Jephaniah Swift, whom Connecticut placed as judges in her highest court; Noah Smith, who held the same position in Vermont, and Uriah Tracy, United States Senator.<sup>3</sup> Verily President Stiles had a distinguished class with which to begin his presidency.

In November, 1777, a salary of £160 was voted President Stiles—

One-fourth in wheat, one-fourth in corn, one-fourth in pork, and one-fourth in beef, or an equivalent in money, together with the use of the president's house and lot, which are to be kept in good repair by the corporation, and of 10 acres of land in Yorkshire quarter with the usual perquisites. The corporation will also be at the expense of removing<sup>4</sup> his family to New Haven, and, providing the above encouragement prove insufficient, they mean in all future time to act a generous part towards him and will endeavor that he be supported, according to their ability, in a manner suitable to the dignity of his station.<sup>5</sup>

#### YALE IN THE REVOLUTION.

Many of Yale's sons went into the Revolution and did valiantly, and some merit especial mention. Among them were Maj. Gen. David Wooster, of the class of 1738, who was mortally wounded while rallying his troops during the Tryon raid of 1777; Col. Hitchcock, of the class of 1761, whose brigade at Princeton was entitled to a great share of the glory of that victory; Col. John Brown, of the class of 1771, killed in action in 1780; Lieut. Col. Isaac Sherman, of the class of 1770, commanded a battalion at the storming of Stony Point in 1779; Roger Welles, of the class of 1775, was a captain in the Yorktown campaign of 1781; Brigade-Major Mark Hopkins, of the class of 1758, died in camp at White Plains, in 1776; Capt. David Bushnell, of the class of 1775, invented the first torpedo; Oliver Wolcott signed the Declaration of Independence. Gen. James Wadsworth, of the class of 1748; Gold Selleck Silliman, Philip Burr Bradley, John Chester, Fisher

<sup>1</sup> Wm. Sam. Johnson delivered this oration in 1744.

<sup>2</sup> Woolsey, *Historical Discourse*, p. 121.

<sup>3</sup> *Four Years at Yale*, pp. 480-499.

<sup>4</sup> The General Assembly appropriated £242 10.6 for this purpose. (*Baldwin's History of Yale College*.)

<sup>5</sup> *Yale Book*, I, 104.



Gay, and Col. Samuel Wyllys served with credit in the Connecticut forces,<sup>1</sup> while in the Massachusetts troops were Col. John Patterson and Timothy Danielson. The war effected great changes in the college life and manners and broke up many old customs, from their disuse during the scattering of the students and also from the growth of a democratic spirit.<sup>2</sup>

On July 5, 1779, the British under Gen. Tryon landed near West Haven and marched upon the city. The town was thrown into a ferment at the news and many volunteers went out to resist the approach of the enemy. Among these was good President Daggett, who was taken prisoner by them while loading and firing upon the invaders. He begged for quarter, but they threatened to kill him. His life was saved, however, by William Chandler, a tory, who had formerly been among his pupils.<sup>3</sup> They asked him "What did you fire upon us for?" He replied, "because it is the exercise of war." And when they asked him if he would take up arms, if released, he answered with dauntless courage, "I rather believe I shall, if I have an opportunity." They robbed him, pricked him with their bayonets, bruised him with the barrels of their guns, and, swearing at him, made him march before them into New Haven. When he arrived there, he said afterwards:

I obtained leave from an officer to be carried into the Widow Lyman's and laid upon a bed, where I lay the rest of the day and the succeeding night in such acute and excruciating pain as I never felt before.<sup>4</sup>

He never recovered from this cruel and barbarous treatment, but died from it a year later, on November 25, 1780. The next March President Stiles enters in his diary: "Occupied with taking inventory of Prof. Daggett's estate, £416 silver money, of which about £100 in negroes."<sup>5</sup>

The British mercifully spared the college buildings in their pillaging, but carried off President Clap's papers, which were never recovered.<sup>6</sup>

On January 29, 1779, President Stiles put a notice in the newspapers that—

The students of Yale College are hereby notified that the present winter vacation is extended a fortnight from the 4th of next month. As this is occasioned by the difficulty which the steward finds in procuring flour or bread, it is earnestly requested of the parents that they would assist in furnishing the necessary supplies.<sup>7</sup>

This gives us an idea of some of the difficulties of the college during that trying period. Over a year later another notice throws light on the situation. On November 2, 1780, "the steward of Yale College

<sup>1</sup>"Yale and Her Honor Roll in the American Revolution," H. P. Johnston. Yale Book, II, 198, H. P. Johnston.

<sup>2</sup>Harpers, XVII, 11 *et seq.*

<sup>3</sup>Dwight's History of Connecticut, 390.

<sup>4</sup>Barbour's Historical Collections, 174, 175.

<sup>5</sup>Yale Literary Magazine, 26, 244 (F. B. Dexter).

<sup>6</sup>Yale Book, I, 106.

<sup>7</sup>Barbour's Historical Collections, 179.

wants to purchase a quantity of butter and cheese, for which he will pay the best kind of rock salt, molasses, continental or State's money, or part in hard money."<sup>1</sup>

When Prof. Strong left in 1781 the president found himself without any assistants but the tutors, and well was it for the college that he was so versatile. In 1780 he writes:

The business of the professor of divinity devolves upon me, and, besides my history lecture, I weekly give a public dissertation on astronomical subjects, beside my private or chamber lecture on theology every Saturday afternoon; and, besides these, I attend every day the recitations of the senior and junior classes in philosophy.<sup>2</sup>

At his accession to office he records the curriculum. It is as follows:

Freshmen: Virgilius, Ciceronis Orationes, Graec. Test., Ward's Arithmetic.

Sophomore: Graecum Testament, Horatius, Lowth's English Grammar, Watts's Logic, Guthrie's Geography, Hammond's Algebra, Holmes's Rhetoric, Ward's Geometry, Vincent's Catechism (Saturday), Ward's Mathematics.

Junior: Ward's Trigonometry, Atkinson and Watts's Trigonometry; Graec. Test., Cicero de Oratore, Martin's Philosophic Grammar and Philosophy (3 vols.), Vincent (Saturday).

Senior: Locke "Human Understanding," Wollaston "Religion of Nature Delineated," and for Saturday Wollastinus Amesii Medulla, Graec. Test. (or Edwards on the Will, sometime discontinued), Pres. Clap's Ethics.<sup>3</sup>

Thus we see that the college was growing and steadily raising its curriculum, so as to keep abreast of the times.

In 1781 occurred again a public commencement, as the clouds of war were breaking away. At that occasion President Stiles delivered a Hebrew oration on Oriental literature in the morning and a Latin oration in the afternoon.

From 1782 to 1792 he lectured in the chapel on natural philosophy to fill the vacancy in that chair.<sup>3</sup>

#### A NEW PROFESSOR.

In 1781 Rev. Abraham Baldwin was made professor of divinity<sup>4</sup> and on his declination Rev. Samuel Wales was chosen and installed June 12, 1782.<sup>5</sup> He was an "attractive and fervent preacher, thorough and sound theologically, fervently pious, and had a singular power of eloquence."<sup>5</sup> He had been a tutor, and after 1770 the pastor at Milford. In 1783 he was "attacked by a nervous disorder, from which he never again was entirely free"<sup>6</sup> and "which gradually became an incurable epilepsy and produced occasional insanity."<sup>5</sup> This finally caused his retirement in 1793.<sup>6</sup> President Porter says of him: "Profs. Daggett and Wales were both of them able and discriminating theologians of the type of their day, and were soundly Calvinistic, of the school of Ed-

<sup>1</sup> Barbour's Historical Collections, 179.

<sup>2</sup> Yale Book, II, 498 (Woolsey).

<sup>3</sup> Yale Book, I, 106.

<sup>4</sup> J. L. Kingsley, 19.

<sup>5</sup> New Englander, 16, 438 *et seq.*

<sup>6</sup> Dexter, Y. U., 43.

wards."<sup>1</sup> At his retirement Dr. Joseph Lathrop was chosen his successor, but declined. About this time Silas Deane suggested that there should be a professor of French at Yale. In a letter to Stiles he said:

I therefore take the liberty to propose, should it be agreeable to you and the reverend corporation to patronize the design, soliciting assistance from some of my noble and opulent friends in France to establish a professorship of the French language in your college, and to make a collection of the writings of their most celebrated authors for your library. I have repeatedly mentioned the proposal, in general, to many of them in Paris, and have no doubt it may be carried into execution.<sup>2</sup>

Stiles approved of it; but, for some reason, the plan was not successful.

#### YALE BROUGHT AGAIN INTO HARMONY WITH CONNECTICUT.

President Stiles's chief title to honor in connection with Yale is that he "brought back the College to its historic place, in harmony with the legislature and all classes of people in the State."<sup>3</sup>

After he had restored good discipline to the college, he went to work to remove the prejudices against it, which had existed since the times of President Clap. The abolition of the test laws softened the dislike of some; but there were many complaints against the government of the college, being solely in the hands of ministers.<sup>4</sup> Stiles's election to the presidency is said to have been made by the urgency of men prominent in the State, who believed that he could reconcile the college to the State, and thus the institution could again receive aid.

In July, 1777, and again in January, 1778, a committee of the general assembly met the corporation to try to obtain the election of laymen into that board in return for a grant for professorships, books, and apparatus. Dr. Stiles, before taking his office, made a plan for the extension of the college into a university by public grants, creating chairs of law, oratory, etc., and visited Governor Trumbull, in November, 1777, to get his views, which he found were "not the Charter to be changed; but four Civilians to be chosen into the next vacancies in the Corporation of Yale College. Nothing short will give radical Healing and Satisfaction."<sup>5</sup>

For years neither side would yield; the corporation refused to admit laymen and the legislature refused all petitions for aid, and said "the college was undeserving of public assistance."<sup>6</sup> Through this suspicion it came about that the income, though managed with exemplary prudence, was altogether too limited to permit the expecta-

<sup>1</sup> Fifteen years in Yale College chapel, J. L. Kingsley, 19.

<sup>2</sup> Yale Book, I, 107.

<sup>3</sup> College Book, 78.

<sup>4</sup> Yale Book, I, 106.

<sup>5</sup> Ecclesiastical Constitution of Yale College, p. 422.

<sup>6</sup> Yale Book, I, 108.

tions of the public to be realized, and this spirit of alienation regularly prevented the success of every attempt to increase the funds.<sup>1</sup>

In an election sermon by President Stiles, delivered in 1783, we find the college "recommended to the smiles of government. May we not humbly ask of the public that they would be pleased to build us another house or the necessary edifices for the reception and accommodation of the youth; but about one third of the students being provided for in the present college edifice." He goes on to ask for "an enlargement of the public library, a complete apparatus for experimental philosophy, premiums for stimulating genius in every branch of literature, endowments of professorships, particularly those of philosophy, law, and medicine," in which last the university idea comes forth again. He thanks the State for former aid, and proceeds:

Some unhappy differences of sentiment (together with the war) have interrupted the stream of public munificence. But is there no balm in Gilead to heal the wound; is there no way to accommodate and adjust matters, so as to conciliate the friendship of the State towards its university?

This question he answers with another, indicating the course eventually followed:

Should this State be pleased to endow two or three professorships and appoint a board of civilians to elect the professors, in concurrence with the present corporation, and see that the moneys granted by the State were applied to the use to which they were appropriated by the general assembly—might not this give satisfaction?<sup>2</sup>

In 1784 the opponents of Yale petitioned the legislature that the State would establish a rival college, or alter Yale's charter; but this attack was warded off.<sup>3</sup>

Now came to President Stiles's aid "James Hillhouse, treasurer of the college, to whom the institution is at least as much indebted for its prosperity as to any other benefactor whatever, and who is the author of several other plans and efforts which have not a little promoted its best interests." He planned the addition of laymen to the corporation, to reconcile opponents, and because "the wisdom of such men could not fail of being eminently conducive to the welfare of this college."<sup>4</sup> Influential men were induced by Stiles to lend aid, and, in October, 1791, a committee was appointed by the legislature to confer with the corporation of the college.<sup>5</sup>

A few days before their report, in May 1792,<sup>5</sup> President Stiles conferred with them in Hartford and returned discouraged, thinking they

<sup>1</sup> Dwight's Travels, 1, 172. Remarks on the Present Situation of Yale College, 1817 (J. L. Kingsley).

<sup>2</sup> Election Sermon, 93-94.

<sup>3</sup> Yale Book, 1, 109.

<sup>4</sup> Dwight's Travels, 1, 172.

<sup>5</sup> Previous to 1792 the college funds yearly was £800 from tuition, and about the same from productive funds. Hist. of N. E., 506.

would demand that the laymen should be a majority of the corporation if any aid were given. But suddenly the clouds lifted and an act was passed, of which President Stiles writes with rejoicing:

A noble condescension, beyond all expectation! Especially that the civilians acquiesce in being a minority in the corporation.<sup>1</sup>

The committee had made an unexpectedly favorable report. They stated that they—

Found the corporation disposed to communicate, without reserve, every circumstance respecting the care and management of the institution under their government. The literary exercises of the respective classes have of late years undergone considerable alterations, so as the better to accommodate the education of the undergraduates to the present state of literature. We further find that the treasury is in a much better condition than we apprehended. In justice to the corporation we are bound to observe that their finances have been managed with great dexterity, prudence, and economy.<sup>2</sup>

The report stated the need of a new building,<sup>3</sup> an enlargement of the library,<sup>4</sup> provision for a professor of mathematics and natural philosophy, and increase in the tutors' salaries.<sup>5</sup> The act passed after this report gave to Yale the arrearages of certain State taxes, due in paper currency, on condition that the governor, lieutenant-governor, and the six oldest assistants should be added to the corporation. The clerical part of it, however, had left to itself the right of filling its own vacancies.<sup>6</sup> This agreement, the corporation accepted unanimously, after a discussion of two days and consultation with many of its friends.<sup>7</sup> This was more of a surrender than it seems at first sight; for it was possible that all of these eight laymen might be "indifferentists" in matters of religion and, if all of them were present, they might outnumber the clerical members, unless the latter were equally regular in attendance, which thing has generally happened.<sup>8</sup> None but good results have come from this addition of laymen.

In September, 1792, the new board, nineteen in number, first met<sup>9</sup> and soon began to reap the fruits of this grant. The original act left 50 per cent of the amount at the disposal of the legislature; but in 1796, President Dwight petitioned for this also and it was relinquished, for a payment of over \$13,000 by the college. The total amount from these grants has been estimated at \$40,629.80, of which part was appropriated for new buildings and the rest put into deferred United States

<sup>1</sup> Ecclesiastical Constitution of Yale College, 423.

<sup>2</sup> Yale Book, I, 109. J. L. Kingsley, 20.

<sup>3</sup> To cost £2,500.

<sup>4</sup> For which they recommended £500. (Yale Book, I, 109, 458.)

<sup>5</sup> One hundred pounds were recommended for this.

<sup>6</sup> Dwight's Travels, I, 172.

<sup>7</sup> Ecclesiastical Constitution of Yale College, 423.

<sup>8</sup> Ecclesiastical Constitution of Yale College, 424 and 442.

<sup>9</sup> Hist. of N. E., 506.

stock, not available till 1800.<sup>1</sup> President Dwight thus sums up the results of President Stiles' successful labors:

In consequence of this legislative benefaction, the trustees purchased the whole front of the square on the northwest side of the green and erected on it three new academical buildings<sup>2</sup> and a house for the president; made handsome addition to the library; procured complete philosophical and chemical apparatus; and established three new professorships.<sup>3</sup>

#### UNION HALL—SOUTH COLLEGE.

There was urgent need for a new building. That wondrous architectural triumph, "Yale College," with its sky-blue walls was partly demolished in 1776, as it was much out of repair. The hall and kitchen at the south end of the structure were left till 1782, and then they were also torn down.<sup>4</sup>

In that year a new dining hall to fill the need was voted by the corporation, at their June meeting, and £400<sup>5</sup> were appropriated for it. The original dimensions were 60 by 30 feet and it was placed in the rear of the other buildings, where it stood until the summer of 1888, when, after being partly destroyed by a fire, it was torn down. On December 11, 1782, it was opened, the foundation stone having been laid in the October before, and at that time 105 of the students ate there in commons. In the northwest part of the cellar were the ovens for preparing food; in the hall above, seated by classes, the students ate under the tutors' vigilant eyes. Till 1815, they had cider for dinner, each drinking in turn from the pitcher. The poor students served as waiters, and many are the stories told of the uproarious conduct of the students when the food did not suit them. It is said that in one single term 600 tumblers and 30 coffee pots were carried off. In 1803 the building was enlarged and, when a new hall was built for commons in 1820, the old hall was turned over to the scientists for a laboratory. Thirty feet were later added for a lecture room, where Silliman for many years held the students intent with his novel experiments. It is said that many ladies came to these lectures.<sup>6</sup> Latterly, as new buildings were built, the old laboratory remained unused, except for storing furniture, and was a blot on the campus till the removal.

This building, however, did not supply the need of a dormitory, and all who could not find rooms in Connecticut Hall had to board in the town. This was not viewed as desirable, and, when the legislature made its generous grant, the corporation at once turned its attention to this need. Up to this time, with the expenditures and receipts barely

<sup>1</sup> J. L. Kingsley, 38.

<sup>2</sup> South, Lyceum, and North Middle.

<sup>3</sup> Chemistry in 1800, Law in 1804 Languages and Ecclesiastical History, 1805. Dwight's Travels, I, 173.

<sup>4</sup> Dwight's Travels, I, 170.

<sup>5</sup> It finally cost £558 12s. 6d. (Yale Book, I, 106). Yale Book, I, 453, A. W. Wright.

<sup>6</sup> Yale Book, I, 453. This was one of the first, if not the very first, experiment in university extension. (Four years at Yale, 238-247. J. L. Kingsley, 37.)

balancing, both about £1,000, nothing could be done. First they voted it should be north of the existing buildings, and then, changing their minds, that it should be to the south. The corner stone was laid April 15, 1793, and it was finished July 7, 1794. "In commemoration of the union of civilians with the old board of officers, it was called 'Union Hall.'"<sup>1</sup> This name it has long since exchanged for "South College," and generations of students have found shelter within it. It long retained its popularity, both from its position looking on Chapel street and the Fence Corner, and because it was one of the few buildings in which open fires were allowed. The new recitation building overshadows and darkens it, and its removal is now (1893) decreed to make room for the Vanderbilt Dormitory. But in its day it has done grand service, and has well answered its purpose. It is interesting to note that the legislative committee, recommending its erection in 1792, said rooming out of college "has a tendency to introduce an unsteady, disorderly spirit, takes off the attention of the student from the proper objects of his pursuit, and leads him to form unprofitable, idle, and vicious connections."<sup>2</sup>

#### GROWTH OF PHILOSOPHICAL DEPARTMENT.

In 1792, Josiah Meigs (Yale College, 1778) was made professor of mathematics and natural philosophy, and entered on his office November 20, though not formally inducted till the 4th of the next month. Then the president gave him the keys of the philosophical department, and Meigs delivered an inaugural oration in Latin. He was annually elected to the place till 1800, when he went to Athens, Ga., and became president of the college there.<sup>3</sup>

A few years before this, the apparatus of this department had been much increased through Rev. Dr. Samuel Lockwood (Yale College, 1745), of Andover, Conn. He gave, in 1787, £100 towards a fund of £300 for purchasing philosophical instruments.<sup>4</sup> Dr. Richard Price expended the sum in London, and, when the cost exceeded the sum sent over, "begged that the college would accept this difference as his contribution."<sup>5</sup>

Gifts also came to other departments; in May, 1781, Rev. Richard Salter, of Mansfield, formerly a fellow of the corporation, gave 200 acres of land, the avails of which were for a professorship of Hebrew and other Oriental languages.<sup>6</sup> This land was leased for \$1,566.67, and the gift now amounts to \$3,700. In January, 1782, Dr. Daniel Lathrop, of Norwich (Yale College, 1733), left in his will £500 for the permanent

<sup>1</sup> Yale Book, I, 457. John D. Champlin. J. L. Kingsley, 27.

<sup>2</sup> J. L. Kingsley, 27.

<sup>3</sup> Yale Book, I, 109 sq. Life of Josiah Meigs, by Wm. M. Meigs.

<sup>4</sup> Dexter, Yale University, 43.

<sup>5</sup> J. L. Kingsley, 44.

<sup>6</sup> Dexter, Yale University, 43. Baldwin, Yale College.

fund, while Rev. Samuel Lockwood, D. D., at his death in 1791, left \$1,122 for the library, in addition to his previous gifts.<sup>1</sup> For the library, previous to this, in 1777, Rev. Thomas Ruggles, of Guilford, had left £10,<sup>2</sup> and in 1787 Rev. John Erskine, of Edinburg, gave 120 volumes. In 1783, Jacob R. Riviera of Leicester, Mass., gave to the college a portrait of President Stiles's learned Hebrew correspondent, Rabbi Hagim Isaac Carigal.<sup>3</sup>

In 1790 Noah Webster, the lexicographer, gave an annual premium for the best composition, as "an encouragement to the study of the English language."<sup>4</sup>

#### PHI BETA KAPPA.

In President Stiles's time was brought to Yale the first of its existing societies. On December 5, 1776, just after the Declaration of Independence, some students of William and Mary College, in Virginia, meeting at the Apollo Hall of the old Raleigh tavern at Williamsburg, formed the first American college fraternity. From this beginning has sprung the society life of most of our colleges and the later organizations have patterned after their prototype far more closely than they now know or admit. The influence of the society has been the most potent one which went forth from the old college in tidewater Virginia. The founders of  $\Phi B K$  had at first no design of extending the society beyond their college. After a year or so a plan was considered of extending it through the different colleges of the State, but there was no idea of founding branches in other States till a Yale man appeared, Mr. Elisha Parmele, who had studied for two years at Yale, and then went to Harvard, where he graduated in 1778. In the fall of the following year he went South for his health, which was failing. He stopped at Williamsburg, met the  $\Phi B K$  men there, and became charmed with them and their society. A grand idea was evolved. It was, that, by establishing branches of this secret society in the different colleges of the country, mutual aid would be given in literature and the educated men in the various sections of the country, being knit together by ties of friendship, would draw more closely together the several States of the great nation which had just been founded. So the men at William and Mary, calling their chapter the Alpha of Virginia, gave to Mr. Parmele two charters, dated December 4, 1779, to establish "meetings" of their fraternity at "the two New England universities," Harvard and Yale. Returning home, he initiated four Yale men at his home in Goshen, Conn., on April 4, 1780, and on November 13, 1780, established at Yale the Alpha of Connecticut, by initiating twelve graduates and several seniors and juniors. A year later, on September 5, 1781, the Alpha of Massachusetts was estab-

<sup>1</sup> Dexter, Yale University, 43.

<sup>2</sup> Yale Book, 1, 185.

<sup>3</sup> Baldwin's Yale College.

<sup>4</sup> Yale Book, 1, 110.



lished at Harvard. The mother chapter perished in the Yorktown campaign of 1781; but its two daughters grew and flourished. The meetings were held fortnightly, and in later years, when interest waned, monthly at 6:30 P. M., in winter. At them were delivered orations; debates and at times convivial meetings were held, at which "the juice of Bacchus" flowed. The initiation supper was held annually, till 1835, when it cost \$150, and the faculty abolished it as being too expensive.

In September, 1787, began the long series of  $\Phi B K$  orations and poems at commencement, which were formerly so prominent a feature of that occasion. They were delivered by such men as Edward Everett. Many of these orations and poems were printed, and from 1835 to 1871 there was no break in the celebration. In 1808, the chapter issued its first catalogue, and its last, in 1852, contained the names of 1,700 members. Great jealousy of the society was manifested by outsiders at the first, and they "feloniously took, stole, and carried away the society's trunk with all its contents," December 19, 1786, and July 20, 1787.

About 1830, owing to the anti-masonic excitement, the secrecy of the society was dissolved. It took in at first one-half, and after a very few years, one-third of the class, and gradually became a society of "high stand men," taking always those who stood first in scholarship. As new societies came in, it lost importance and finally was dissolved in 1871.<sup>1</sup>

In 1884 it was revived, and now, taking the men who receive a philosophical or high oration at either junior or senior appointments, it supplies a want in the college. Many a man has his exertions at his studies inspired and spurred on by a desire to get one of those coveted appointments, which only about one-seventh of the class attain, so as to be able to bear the badge of scholarship, the  $\Phi B K$  key. The society provides for the college an excellent course of lectures during the winter months.

#### PRESIDENT STILES'S LAST DAYS.

During this presidency, in 1778, graduated Joel Barlow, poet and diplomatist; Oliver Wolcott, Secretary of the United States Treasury and governor of Connecticut, and Prof. Josiah Meigs. In the class of 1779 were Jeremiah G. Brainerd, judge in Connecticut's supreme court, and Elezur Goodrich, Congressman, and later professor of law in the college. Governor Roger Griswold was in the class of 1780. Chancellor James Kent, Judges Simeon Baldwin, of Connecticut, and Daniel Farrant, of Vermont, and Israel Smith, governor of the last-named State, were all graduates of 1781. S. T. Hosmer, chief justice of Connecticut, and Ashur Robbins, United States Senator, graduated in 1782, and a year later Rev. Samuel Austin, president of Vermont University, was

<sup>1</sup>Four Years at Yale, 224-234. Yale Book, I, 334.

in the graduating class with Judge David Daggett, United States Senator and head of the law school for many years; Rev. Abiel Holmes, D. D., the well-known historian of that day, author of the "American Annals" and biographer of President Stiles; Rev. Jedediah Morse, whose large two-volumed geography was the authority for many years in the United States, Rev. R. S. Storrs, and John Cotton Smith, the last governor of Connecticut under the old colonial charter. Ray Greene, United States Senator from Rhode Island, was an alumnus of 1784, and Samuel Huntington, governor of Ohio, with his successor, Return Jonathan Meigs, who was also Postmaster-General, left Yale a year later. In 1786 graduated Stanley Griswold, United States Senator from Ohio, and in 1787, Rev. Azel Backus, first president of Hamilton College; Christopher Ellery, United States Senator from Rhode Island; Gideon Granger, Postmaster-General, and Abraham Nott, judge of South Carolina's supreme court. In 1788 the class contained in its numbers James Lanman, United States Senator from Connecticut; Jeremiah Mason, who held the same position from New Hampshire, and John Wordsworth, attorney-general of New York. Seventeen hundred and eighty-nine was the year of graduation of John T. Peters, judge of the Connecticut supreme court, and John Stearns, M. D., a noted physician in New York. The celebrated divine, Rev. Edward Dorr Griffin, president of Williams College, and Samuel Jones, judge of the supreme court of New York, were graduated in 1790. Stephen Elliott, the botanist of South Carolina; Judge James Gould, a professor in the famous Litchfield Law School, and Gen. Peter B. Porter, Secretary of War, were in the class of 1791.

In 1792 graduated Eli Whitney, inventor of the cotton gin; William Marchant, judge of Rhode Island's supreme court; Roger M. Sherman, and Asa Chapman, who held the same honor in Connecticut; James C. Eaton, on whom the same honor was conferred in Bermuda, and William Botsford, also a judge of the supreme court of New Brunswick. Truly a judicial class. Rev. Jeremiah Atwater, first president of Middlebury College, and later president of Dickinson College, was graduated in 1793. John Elliott, United States Senator from Georgia, was a year later, in the class with Ezekiel Bacon, Comptroller of the United States Treasury, Thomas S. Williams, chief judge of the Connecticut supreme court, and Rev. Andrew Yates, professor of logic and ethics at Union College.

In 1795 the last class of the administration of President Stiles graduated Rev. Jeremiah Day, who was later to be himself president of the college, and Mathew B. Talmadge, United States district judge for New York. During the whole of this period one is struck with the number of eminent names among Yale's alumni. Proficiency in mathematics was the recognized test of scholarship.<sup>1</sup>

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<sup>1</sup> Autobiography of Lyman Beecher, I, Harpers, 30, 700.

Toward the end of President Stiles's term of office<sup>1</sup> skepticism and infidelity were very prevalent, and many of the students were infected with the doctrines of Voltaire, Rousseau, and D'Alembert. It has even been stated that but one student was a Christian when President Dwight assumed his office, though that is doubtless an exaggeration. The morals of the students were said to have become worse than formerly.

On May 12, 1795, after a short illness of four days, President Stiles died of a malignant fever.<sup>2</sup> In the words of Yale's latest historian—

He had devoted his matured powers, unremittingly, for seventeen years in a difficult time, to the service of the college, and had seen it advance steadily in solid usefulness and popular reputation. Though genuinely simple in his private character, he was punctilious about the details of official dignity and fostered, in the true antiquarian spirit, all the traditional orders and ceremonies of the place.<sup>3</sup>

He must always be accorded an honored place among Yale's presidents, for the valuable aid he obtained from the State.

#### SECTION V.—PRESIDENT TIMOTHY DWIGHT (1795–1817).

There was no hesitation as to President Stiles's successor. In June, 1795, Timothy Dwight was chosen to the vacant place; he accepted in August, and was inducted into office September 8, the day before commencement. He was born at Northampton, Mass., in May, 1752, and graduated at Yale<sup>4</sup> in 1769. He was a grandson of Jonathan Edwards. Before he was twenty he had written much of the "Conquest of Canaan," a now forgotten epic in eleven books. In 1771 he was made tutor, which place he held for six years.<sup>5</sup> In 1772, at the taking of his master's degree, he published a dissertation on the "History, Eloquence, and Poetry of the Bible." While a tutor, he advanced the interest in the study of English, and gave lectures on style and composition. He studied theology and, at the resignation of President Daggett, he was so popular among the students, that they signed a petition to the Corporation, begging to have him, though not yet 26 years old, made President, and this was stopped from going before the Corporation only by his own interference.<sup>6</sup>

In 1777 he became a Chaplain in the Revolutionary army. In 1783, he was chosen Pastor at Greenfield Hill, Conn., where he remained till he became President of Yale College. While there, he founded an academy, which he made not only preparatory to, but also parallel with the College course. In the twelve years he remained there, he instructed over 1,000 pupils and, by receiving young ladies as students, made his

<sup>1</sup> In 1780, a Saturday night prayer meeting was established at which, it is said, President Dwight was often present.

<sup>2</sup> College book, 78.

<sup>3</sup> Dexter, Yale University, 46.

<sup>4</sup> J. L. Kingsley, 30.

<sup>5</sup> College Book, 79; J. L. Kingsley, 30.

<sup>6</sup> Yale Book, 1, 112.

school one of the very first in the country, where women were taught the higher branches.<sup>1</sup> He early became noted for great aptness to learn, for his power of application and of retaining facts, his intense love of knowledge and reasoning powers of the highest order. His election fitly came at the close of the eighteenth century and near the opening of the nineteenth, with whose progress and vigor he was so much in sympathy. It was a favorable moment for the college. President Stiles had made it harmonious with the State, and the country at large was rapidly recovering from the prostration consequent upon the Revolution and the subsequent unsettled times. Still there was much room for work in the college itself; the number of students had fallen off to little over 100; the buildings, except the new dormitory, required repairs; the course of instruction needed broadening; the income, even with the late additions, did not equal the expenses; and tuition was largely depended upon; irreligion was rampant; and the faculty consisted only of a President, Professor, and three Tutors.

President Dwight determined to follow President Stiles's plan of having permanent professors, and conceived the idea of making Yale a true national university. His own great reputation "gave an importance and character to the institution, which it had never enjoyed before."<sup>2</sup> He tried to expand the college, so that it might provide suitable training for the leaders of the young nation, and succeeded well. He awakened the interest of his pupils, kept harmony in the faculty, and with the aid of his Professors made Yale a national institution, with students from nearly every State.<sup>3</sup> He paid much attention to the government of the College, and was extremely successful, relying much on his personal influence. It is stated that "no one ever understood young men better." Under him the system of pecuniary fines was abolished and the "Freshman Laws" done away with in 1804. Under him arose the *esprit de corps*, that "Yale spirit," which has so bound together the graduates to their Alma Mater and to each other and, in the athletic field, has so often snatched a victory from the very jaws of defeat. He was hopeful in disposition, an ardent lover of his country<sup>4</sup> and especially of New England, and an abhorrer of slavery. His conversational ability was remarkable, his manner always that of a gentleman, "his bearing and person of a noble mien, his form erect and full of dignity, his face beaming with intelligence and virtue, and his whole appearance impressive and imposing." He was "never at a loss what to say and seemed to say everything in the best manner."<sup>5</sup> "As a man, as a citizen, as a scholar, as a theologian, as a benefactor of his own and succeeding

<sup>1</sup> Am. Journal of Ed., v, 567. (Denison Olmsted.) College Book, 79.

<sup>2</sup> College Book, 79-80. Yale Book, I, 113.

<sup>3</sup> Yale Book, I, 118.

<sup>4</sup> J. L. Kingsley, 30.

<sup>5</sup> Yale Book, I, 123.

generations, he is to be ranked among the foremost men of the country in which he lived."<sup>1</sup> Professor Dexter calls him—

A man of grandly impressive personality, most stimulating as an instructor and movingly eloquent as a preacher. Dr. Dwight's direct influence upon the students was much more powerful than that exerted by any of his predecessors. It was not the intention when he was chosen President to commit to him also the College pastorate, in fact as an ardent exponent of the theology of his grandfather, Jonathan Edwards, he was not quite in harmony with the prevailing views among the fellows, who had elected him; but delays occurred in filling the Professorship of Divinity and, meanwhile, he preached and the vast influence for good, which thus opened before him, began to be exercised and appreciated. Popular infidelity was met and vanquished; the feeble life of the College Church was revived and built up, and the result was that, after having officiated temporarily till 1805,<sup>2</sup> he was then formally invited to the chair of divinity, which he held with the Presidency till his death.<sup>3</sup>

He also acted as Professor of English Literature and Oratory, and as Professor of Philosophy.<sup>4</sup> Thus, as Sprague says, "he continued through his whole presidential life to discharge the appropriate duties of four distinct offices, each of which might have furnished ample employment for an individual."<sup>5</sup> He furthermore taught theology to a class of resident graduates, among whom were men as distinguished as Moses Stuart, Lyman Beecher, and N. W. Taylor.<sup>6</sup> His personal religious efforts among the students were many and successful; he "boldly and fearlessly invited the students to state their doubts to him and triumphantly refuted the common infidel arguments."<sup>7</sup> He went to the students' prayer meeting to strengthen them in their religious life.<sup>8</sup> His sermons delivered in the College pulpit form his chief literary work, and have enjoyed great popularity and influence. President Porter says of him as a teacher:

Dr. Dwight's sermons are remarkable for their freedom from scholastic terminology and their successful use of an untheological diction. He welcomed and used the best commentaries which the times could furnish. He had a poet's sensibilities and was master of an imposing eloquence. His theology was immensely popular. The services of Dr. Dwight, in combating the infidelity of his times, have been generally recognized. The equally if not more important services which he rendered, in introducing a more rational and Scriptural theology, have not so often been acknowledged. The theology which was taught and defended here was not taught as a scholastic speculation, but as a living and energetic force, because it was believed to be the power of God unto salvation.<sup>9</sup>

Under the influence of President Dwight, the number of students nearly doubled in four years; being 150 in 1796 and 217 in 1800.<sup>10</sup> In

<sup>1</sup> College Book, 83.

<sup>2</sup> September of that year, J. L. Kingsley, 30.

<sup>3</sup> Dexter, Yale University, 48.

<sup>4</sup> Yale Book, I, 113.

<sup>5</sup> College Book, 79.

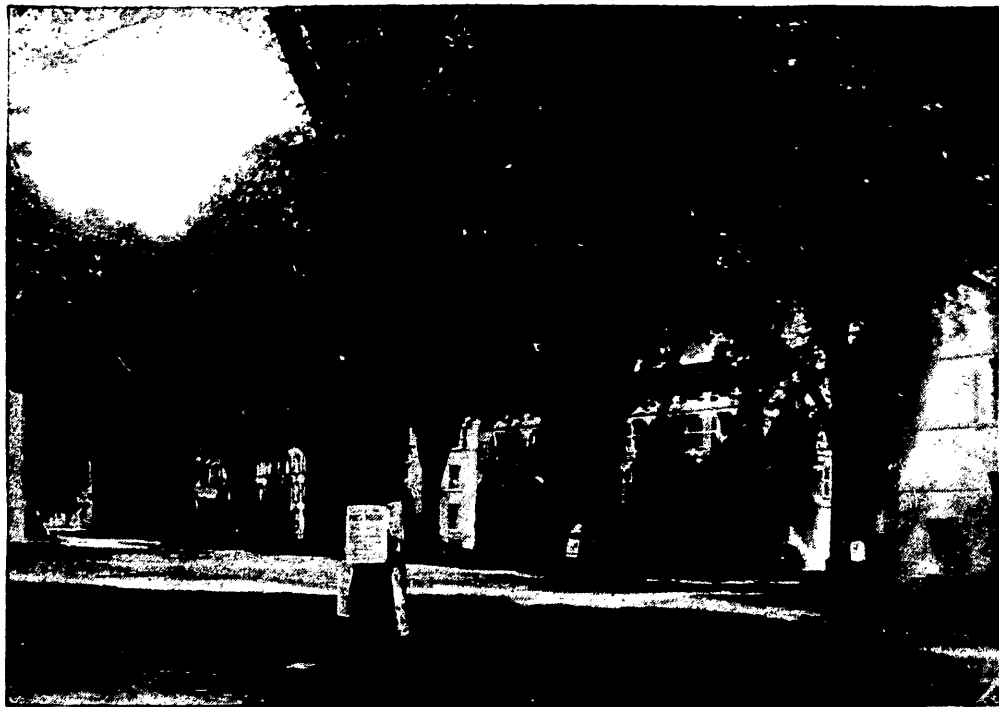
<sup>6</sup> Yale Book, I, 118 sq.

<sup>7</sup> College Book, 82.

<sup>8</sup> Yale Book, I, 120.

<sup>9</sup> Fifteen years in college chapel (Noah Porter), 17.

<sup>10</sup> Dexter, Yale University, 53.



WEST SIDE OF BRICK ROW—YALE UNIVERSITY.

1799 he was active in founding the Connecticut Academy of Arts and Sciences.

#### THE YALE CAMPUS.

When President Dwight took office only the southern part of the college square was owned by the institution. Directly north of the buildings and within 100 feet of South Middle, stood the jail and courthouse of the county. Aided by James Hillhouse, the able treasurer to the college, President Dwight entered upon negotiations which resulted in the purchase, in 1799 and 1800, of the "county lots," for \$1,000 and the building of a new jail. At the same time other lots were bought, so that the college owned the entire front of the present campus, though some of the lots on the other side along High street were not purchased till some thirty years ago.<sup>1</sup>

#### BERKELEY HALL, CONNECTICUT LYCEUM, AND PRESIDENT'S HOUSE.

The growth in buildings during the early part of President Dwight's period was considerable. In 1797, South Middle was repaired and a fourth story added, making it like South, which uniformity was thought fine. In 1798, the Commons Hall was enlarged<sup>2</sup> and a year later the old President's house was sold and a new one was built of wood on the lately acquired land, near where Battell Chapel now is. This was occupied by Presidents Dwight and Day, but President Woolsey preferring to live in a house of his own, it was used for some years as a home for the new scientific school, and finally was torn down in 1860.<sup>3</sup>

On November 4, 1800, it was voted, with the proceeds of the State grant, to erect a new dormitory and Berkeley Hall was completed two years later. The name given in honor of the good bishop did not last long. It was soon called North College,<sup>4</sup> and, after another was erected to the north of it, it took its present name of North Middle. It was built exactly like the other dormitories, except that the rooms were originally intended for three persons instead of two. It stands now much as it did then. The rear entrances, however, of it and all the other buildings in the "Brick Row" were nailed up in 1871 for some inscrutable reason, known only to the faculty. About that time water and gas were put in the building, which has been heated with steam since 1875.<sup>5</sup>

At the same time that it was voted to build a dormitory, the decision was made to construct a building to be known as the Connecticut Lyceum, for recitations, library, and chemical laboratory, to be paid for also from the State grant of 1792.<sup>4</sup> The first half of the name has been

<sup>1</sup> Yale Book, I, 118, 201. (Hon. Henry White.)

<sup>2</sup> Yale Book, I, 119.

<sup>3</sup> Dexter, Yale University, 53. Yale Book, I, 463. (W. L. Kingsley.)

<sup>4</sup> J. L. Kingsley, 33.

<sup>5</sup> Yale Book, I, 468. (Rev. J. P. Peters.)

lost, but the building still is called the Lyceum. Four years earlier, on September 14, 1796, the corporation had voted to buy land north of their buildings, and build a house like the chapel;<sup>1</sup> but, for pecuniary reasons, had to delay a few years. It was now completed, with North Middle, in 1803, and stands south of it. It contained seven recitation rooms, one for seniors and six for lower classes; the chemical laboratory, two professors' rooms, and the library, then consisting of 7,000 volumes.<sup>2</sup> The room at the west end of the building was called the Theological Chamber, and there President Dwight taught the seniors. In 1824 the library was moved to the then new chapel and the room left vacant was called the Rhetorical Chamber.

From 1822 to 1876 the clock and bell were in Lyceum, where the warning notes of the bell still arouse students from morning slumbers and summon them to prayers and church.<sup>3</sup> Looking at these buildings, and those previously built, President Dwight wrote, a few years later, "the buildings are plain, but so arranged as to strike the mind with pleasure."<sup>2</sup>

In September, 1803, the corporation passed a vote, to which the campus owes much of its beauty, "that trees should be set out next spring on both sides of the college buildings, in such order as shall best conduce to convenience and beauty,"<sup>1</sup> and thus Yale has her elms, and every "true-hearted son of St. Elihu loves the spot where the elm tree grows."

#### GIFTS TO YALE UNDER PRESIDENT DWIGHT.

As has been stated, in 1796 the State of Connecticut extended the grant of 1792. For many years nothing more came from the State; but in 1816 Connecticut distributed, "for the support of literature and religion, certain moneys" received from the United States for outlay in the war of 1812, and a part of this, amounting to \$8,785.70, went to Yale.<sup>4</sup>

From Hon. Oliver Wolcott, late Secretary of the United States Treasury, \$2,000 came in 1807, the interest of which was to go to the library. Isaac Beers, in 1813, left 1,900 acres of land in Holland, Vt., and Noah Linsley (Yale College, 1791), of Wheeling, W. Va., left \$3,000 in 1817, which has since been applied to the use of the library.<sup>5</sup> Yet with these gifts Prof. Kingsley could write in 1817 the "income from the permanent fund is less than \$4,000."<sup>6</sup> Under President Dwight the library greatly increased. In 1804 Prof. Silliman was sent to Europe

<sup>1</sup> Yale Book, 1, 465. (W. L. Kingsley.)

<sup>2</sup> Dwight's Travels, 1, 173.

<sup>3</sup> Yale Book, 1, 462. (W. L. Kingsley.)

<sup>4</sup> Dexter, Yale University, 38. J. L. Kingsley, 38.

<sup>5</sup> Baldwin's Yale College.

<sup>6</sup> Remarks on the present situation of Yale College. (J. L. Kingsley.)



to buy apparatus, and did not return till June, 1806. The collection in mineralogy, at first small, was much increased in 1807 by the purchase of the varied collection of 1,500 specimens which belonged to Benjamin Perkins, of New York. (Yale College, 1796.) In 1810, through the efforts of President Dwight and Prof. Silliman about one-half of the cabinet of Col. George Gibbs, of Newport, R. I., was loaned to the college and put in a room in South Middle. In 1812, the rest of it was brought there, the collection numbering in all over 10,000 specimens.<sup>1</sup>

#### THREE NEW PROFESSORS—SILLIMAN, DAY, KINGSLEY.

Prof. Meigs, who had practiced law in Bermuda and had returned thence in 1794 because of the ostracism he had incurred from his defense of American vessels seized under the British orders of 1793, was a Republican, and as Dwight was an intense Federalist,<sup>2</sup> there was friction between them, which resulted in Meigs leaving to become President of the University of Georgia in 1801.<sup>3</sup> In 1812 he became Surveyor-General of the United States, and later Commissioner of the Land Office. He first made public agents under him keep meteorological tables. Previous to his leaving, in 1798, preparatory measures were taken for a Professorship of Chemistry and Natural History, and Ebenezer Grant Marsh (Yale College, 1795) was made Instructor in Hebrew on Salter's<sup>4</sup> gift. He lived only a few years, dying in 1804.

In 1801, however, President Dwight inaugurated the policy of making successful tutors permanent professors, and, instead of taking celebrated men, chose young graduates,<sup>5</sup> as these latter would render more valuable service to the institution with which the interests of their whole career would be from the first identified. One of the great secrets of his success was his rare sagacity in selecting men, and he chose three young men for the new professors, who remained connected with the college for half a century, and added greatly to its fame and worth. Jeremiah Day was only 28, Benjamin Silliman 23, and James L. Kingsley 27, when chosen to their offices.<sup>6</sup>

Jeremiah Day, later to be Dwight's successor, was the first chosen, in 1801, to be Professor of Mathematics and Natural Philosophy; but, through ill health, did not begin his work till two years later. Born at Washington, Conn., August 3, 1773, he graduated at Yale in 1795, and was at once selected by President Dwight to be his successor in

<sup>1</sup> J. L. Kingsley, 33, 34.

<sup>2</sup> J. L. Kingsley, 19.

<sup>3</sup> Dexter, Yale University, 48 sq.

<sup>4</sup> Yale Book, I, 115.

<sup>5</sup> Scribner, xi, 777 sq. (H. A. Beers). Yale Book, I, 114.

<sup>6</sup> Dexter Yale University, 48 sq. (New Englander, Oct., 1867, Pres. Woolsey's Ann. Address.)

the academy at Greenfield Hill. From 1796-98 he was a tutor at Williams College, and then at Yale till 1801.<sup>1</sup> On his assuming his professorship, he found a great need of text-books, which he at once set himself to supply, writing a series of mathematical text-books, which were received well everywhere, and were long in use. The special excellence of them is said to have been that "every process of development and reasoning was worked out, patiently and distinctly, through all its successive steps."<sup>2</sup>

Benjamin Silliman, an alumnus of 1796, was next chosen in 1802 as Professor of Chemistry and Natural History. He was born at North Stratford, Conn., August 8, 1779, was Tutor at Yale for some years after graduation, studied law, and was just admitted to the bar, when called to his professorship. After two years of study with Dr. Woodhouse, in Philadelphia, he gave his first lectures in 1804. He then went to Europe, and after studying there fourteen months at Edinburgh and London, returned and resumed his lectures. When he took the office there were almost no text-books; chemistry and mineralogy were in their infancy; "no one knew the names of the college minerals, and there was hardly a retort" among the apparatus. He was a pioneer in science, and brought his students to a new field, in which he urged them on with enthusiasm and personal magnetism. His manners were attractive; his experiments brilliant; his oratorical powers such that he was generally chosen to deliver public addresses for the College. His reputation was national, "as an ardent lover of science." In 1818 he founded the "American Journal of Science and Art," which he conducted for many years, leaving it finally in the hands of his son, Benjamin Silliman, jr., and his son-in-law, James D. Dana. It is still published, and is conducted by Profs. J. D. and E. S. Dana. Prof. Silliman made in Connecticut a geological survey, which is believed to have been the first in the United States; delivered frequent lectures in various cities; made many valuable contributions to science, and continued giving instruction at Yale till 1855. His honored life ended at New Haven, November 24, 1864.<sup>3</sup> In his memory has been erected a stately bronze statue at the northeast corner of College quadrangle, and there his image still looks down upon the scenes with which he was so long familiar.

James Luce Kingsley was the last of this trio of illustrious professors. He became Mr. Marsh's successor, after his death, but with a much wider field. He was appointed in 1805 as Professor of Hebrew, Greek, Latin, and Ecclesiastical History. In 1817 the last of these subjects was taken from his chair, and in 1831 the Hebrew instruction was dropped from his duties, and, a separate professorship of Greek

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<sup>1</sup> Drake's Biog. Dic.

<sup>2</sup> Yale Book, I, 116.

<sup>3</sup>Life in two volumes, by G. P. Fisher. Yale Book, I, 116. Blake's Biog. Dic. College Book, 80.

being established, he thenceforth confined himself to teaching Latin till 1851, when he ceased instruction. He was born at Windham, Conn., August 28, 1778; graduated at Yale in 1799; was Tutor there from 1801 till he became Professor. He was also College librarian from 1805 to 1824.

Prof. Thacher said, in a commemorative discourse, he had "a love of thorough, substantial learning, united with a habit of great accuracy and exactness in its acquisition, a general appetite for the *nutrimentum spiritus*, which eminently fitted him for an academic life. He was destined to accomplish as great a work, so far as the literary advancement of the institution is concerned, as has been accomplished by any other person who has ever been connected with it." His influence was great to improve the methods of teaching and to advance the standards of scholarship. He was an advocate of thorough work, and influenced the College towards its determined and persistent hostility to shams. He was himself a model scholar, and was keen in appreciating all scholarly effort. His "best energies were given to the elegant literature of ancient times," and, combining "accuracy with a cultivated taste," he led his pupils through accuracy to elegance. In nearly every department of learning he was a master, and as President Woolsey said, Dwight "perceived in him those rare qualities which the College needed."<sup>1</sup> He issued editions of Latin classics, and in 1835 wrote an excellent history of Yale College. After being connected with Yale over fifty years, he died in New Haven August 31, 1852.

#### STUDENTS UNDER PRESIDENT DWIGHT.

With such instruction there could not fail to be good students. In 1796 graduated Rev. Henry Davis, President of Hamilton and Middlebury Colleges, and Prof. Silliman. Henry Baldwin, Judge of the United States Supreme Court; Rev. Lyman Beecher, the illustrious divine; Samuel A. Foot, United States Senator and Governor of Connecticut; Rev. Bethel Judd, President of St. John's College, Annapolis, Md., and Horatio Seymour, United States Senator from Vermont, were all alumni of 1797. William Bristol, United States District Judge for Connecticut; Jeremiah Mason and J. Woodworth, Judges in New York, were graduated a year later; and in 1799 Joel Doolittle, Judge of the Vermont Supreme Court; Dr. Eli Ives, Professor in the Medical School and President of the National Medical Society; Prof. Kingsley, and Rev. Moses Stuart, the renowned Professor of Sacred Literature at Andover, were in the graduating class. In 1801 Peter Hitchcock, Chief Judge of the Ohio Supreme Court; Thomas J. Oakley, who held like office in New York; Joseph Trumbull, Governor of Connecticut, and John Wales, United States Senator from Delaware, were gradu-

<sup>1</sup> Thacher's Commemorative Discourse, Oct., 1852. College Book, 81. Blake's Biog. Dic. Yale Book, I, 117.

ated. A year later the class contained Isaac C. Bates, United States Senator from Massachusetts; Jessup N. Couch, Judge of the Ohio Supreme Court; Rev. Jeremiah Evarts, of the American Board of Commissioners for Foreign Missions; Rev. David Dudley Field, a famous father of still more famous sons; Rev. Daniel Haskell, President of Vermont University; Samuel Hubbard, Judge in the Massachusetts Supreme Court; William Maxwell, President of Hampden-Sidney College; Charles H. Pond, Governor of Connecticut; Rev. David A. Sherman, President of Eastern Tennessee College, and Gideon Tomlinson, Governor of Connecticut and United States Senator—truly an illustrious class.

In the class of 1803 we find the names of Samuel Church, Chief Judge of Connecticut Supreme Court; Rev. Sereno E. Dwight, President of Hamilton College, and Rev. Horace Holley, President of Transylvania University. John C. Calhoun in 1804 became an alumnus of Yale. Of him it has been said that—

When first he took his seat in Congress and was seen to rise up at once to the place of a leader, while whole ranks of veteran statesmen received the law at his lips, it occasioned no surprise in Yale College, where he had been educated. It was just what the traditions of the College—traditions seven years old—had anticipated. President Dwight himself, impressed by the display of his talents and courage in the seniors' recitation room, had confidently predicted that Calhoun would be President of the United States.<sup>1</sup>

Calhoun studied law at the Litchfield Law School. It is noteworthy that this advocate of States' rights received his early training from staunch Federalists in the Union State of Connecticut. With him graduated Right Rev. Christopher E. Gadsden, Bishop of South Carolina; John Gadsden, Attorney-General of South Carolina; John P. Hampton, Judge of Mississippi's Supreme Court; Royal R. Hinman, the genealogist; and Rev. Bennett Tyler, President of Dartmouth College, and later President of the Theological Seminary at East Windsor Hill. Rev. Heman Humphrey, President of Amherst College, and Rev. T. H. Gallaudet, of the American Deaf and Dumb Asylum, graduated in 1805, and a year later Clark Bissell, Governor of Connecticut and Professor in the Yale Law School, was an alumnus in the same class with Rev. Simeon Cotton, President of Mississippi College; James Gadsden, Minister to Mexico and framer of the treaty by which the "Gadsden Purchase" was added to our national domain; Jabez W. Huntington, United States Senator from Connecticut; and William Tully, M. D., President of the Medical School at Castleton, Vt.

In 1807 were graduated Thaddeus Betts, United States Senator from Connecticut; William Dubois, Lieutenant-Governor of South Carolina; Jacob Sutherland, Judge of the New York Supreme Court; Rev. Nathaniel W. Taylor, the famous theologian; Alexander H. Stevens, M. D., President of the New York College of Physicians and Surgeons

<sup>1</sup>Harper's, 29, 466 (J. Leavitt).

and of the American Medical Association; and Thomas S. Grimké, the eminent South Carolina lawyer.

In 1808 the class had such members as Charles I. Battell, Judge of the Indiana Supreme Court; James A. Hillhouse, a poet of no mean reputation in his day; Ralph I. Ingersoll, Minister to Russia; Jonathan Knight, M. D., Professor in the Medical School and President of the American Medical Association; Garrick Mallery, Judge of the Pennsylvania Supreme Court; and Silas W. Robbins, Judge of the Kentucky Supreme Court.

In 1809 graduated Josiah W. Gibbs, Professor in the Theological School, and Henry M. Waite, Chief Judge of the Connecticut Supreme Court. Edward Avery, Judge of the Ohio Supreme Court; William W. Ellsworth, Governor of Connecticut; Rev. Eleazar T. Fitch, College Pastor for many years; Rev. Chauncey A. Goodrich, Professor of Rhetoric and later of the Pastoral Charge; Frederic Grimké, Judge of the Ohio Supreme Court; Abraham B. Hasbrouck, President of Rutgers College; and Samuel F. B. Morse, the inventor of the telegraph, were all members of the class of 1810.

In 1811 were graduated M. L. Bennett, a Judge in Vermont; Roger S. Baldwin, Governor of Connecticut and United States Senator; Levin Monson and Sela B. Strong, Judges of the New York Supreme Court; D. H. Raymond, Judge in Louisiana; Samuel T. Phelps, United States Senator from Vermont; and Francis Granger, United States Postmaster-General.

Among the alumni of 1812 were E. W. Baldwin, President of Wabash College; John Davis, Governor of Massachusetts and United States Senator; Edward Delafield, M. D., president of the New York College of Physicians and Surgeons; and Isaac T. Preston, Judge of the Louisiana Supreme Court.

In 1813 the class contained George E. Badger, United States Senator from North Carolina and Secretary of the United States Navy; David B. Douglass, President of Kenyon College; Elias K. Kane, United States Senator from Illinois; Rev. Augustus B. Longstreet, President successively of Emory College (Georgia), Centenary College (Louisiana), Mississippi University, and South Carolina College; Rev. Elisha Mitchell, the eminent geologist; and Denison Olmsted, Professor of Mathematics, Natural Philosophy, and Astronomy. Both of the latter were professors at one time in the University of North Carolina and exercised great influence there.

In 1814 were graduated Samuel H. Dickson, M. D., the eminent professor of medicine in South Carolina, New York, and Philadelphia; John K. Kane, United States Judge for the District of Pennsylvania; John Law, Judge of the Indiana Supreme Court; William L. Storrs, Chief Judge of the Connecticut Supreme Court; and Rev. Nathaniel S. Wheaton, President of Trinity College. John M. Clayton, United States Senator from Delaware and Secretary of State, in the latter

position negotiating the famous Clayton-Bulwer treaty; Thomas A. Marshall, Chief Justice of the Kentucky Court of Appeals; James G. Percival, the poet; and Rev. Joseph D. Wickham, for many years previous to his death the oldest living graduate, were in the class of 1815.

In 1816 graduated Eli Whitney Blake, inventor of the rock-crusher; Rev. William C. Fowler, the author of several English grammars and editor of the University Edition of Webster's Dictionary; Rev. James A. Fox, President of Jefferson College, Mississippi; Rev. Aratus Kent, President of Beloit College; Rev. George E. Pierce, President of Western Reserve College; Rev. Thomas M. Smith, President of Kenyon College; Henry W. Taylor, Judge of the New York Supreme Court; and George Winchester, who held like office in Mississippi. Four college presidents in one class is a singular thing to record, and such a class fitly closed President Dwight's administration.

The class of 1797 was the first one to have a reunion at its jubilee. It was followed by 1802, 1810, 1816, etc., until now every class has regular reunions.<sup>1</sup>

These students had "quarterly exercises in oratory, exhibited by the classes in rotation, and examinations in all classical studies in May and September."<sup>2</sup> At the latter time came Commencement, which then "called together a more numerous and brilliant assembly than was convened by any other anniversary in the State."<sup>3</sup>

The Course of Study in 1814 is given by President Dwight in his Travels, that marvelous collection of facts gathered in vacation rambles over New England. It shows much improvement over the curriculum as previously given. For admission, a knowledge was required of Virgil; Select Orations of Cicero; Clark's or Mair's Introduction to the making of Latin; Greek Testament; several branches of Mathematics; Sallust, and Collectanea Græca Minora. In Freshman Year the studies were Græca Minora; Homer's Iliad, six books; Livy, first five books; Cicero De Oratore; Adam's Roman Antiquities; Morse's Geography, Vol. I; Webber's Mathematics, Vol. I. The Sophomores studied Horace Collectanea Græca Majora, Vol. I; Morse's Geography, Vol. II; Webber's Mathematics, Vol. II; Euclid's Elements; English Grammar; Tytler's Elements of History. The Juniors studied Tacitus (history); Collectanea Græca Majora; Enfield's Natural Philosophy; Enfield's Astronomy; Chemistry, and Vince's Fluxions. In Senior Year were studied Blair's Lectures; Logic; Chemistry; Natural Philosophy and Astronomy; Locke on the Human Understanding; Paley's Moral Philosophy; Theology.<sup>4</sup>

Dr. Dwight delivered his course of 160 sermons, forming his system of divinity, one each Sunday, thus completing the course each four

<sup>1</sup> Yale Book I, 381, sq. (G. E. Day).

<sup>2</sup> Morse's History of New England, 300 (1809).

<sup>3</sup> Morse's Geography, I, 459.

<sup>4</sup> Dwight's Travels, I, 175.

years; "presided at the Seniors' disputes and taught metaphysics, morals, ethics, and religious philosophy."<sup>1</sup> Dwight also gives a description of Commencement worth quoting:

Such students as are approved by the examiners and have been guilty of no improper conduct in the interim, are then, by a vote of the Corporation, entitled to receive on the following day the degree of B. A. All who have received this degree and have not disgraced themselves by any improper conduct are, upon application, entitled at the end of three years to receive that of M. A. On the Friday preceding Commencement, the Senior class, who are regularly permitted to return home after the examination, reassemble at the College. The following Sunday a sermon is addressed to them by the Professor of Divinity. The Commencement is held on the succeeding Wednesday in the church belonging to the First Congregation in this city. A very numerous and brilliant assembly is always collected upon this occasion, consisting of gentlemen and ladies of the first respectability in this and other States of the Union. On the morning of the Commencement day, at 9 o'clock, a procession is formed at the chapel door by the students, candidates for the master's degree, the faculty, Corporation, and a numerous train of clergy and other gentlemen, under conduct of the sheriff of the county, and proceeds circuitously to the church. The decorum preserved on this occasion is entirely honorable to those who assemble, and strongly indicative of a refined state of society. Such candidates for the first degree, as have been previously selected by the faculty for this purpose, then pronounce a series of orations, disputes, colloquies, etc., written by themselves.<sup>2</sup>

In 1798 the present practice of choosing salutatorians and valedictorians was adopted.

The earliest catalogue of graduates was printed in 1714 with the graduating theses of that year; in 1718, the same was done. In 1724 appeared the first of the triennial catalogues of graduates, which series has continued to the present. These were on single folio sheets till 1781; from that onward they have been octavo pamphlets.<sup>3</sup>

As to catalogues of students, the old practice in college was that every Freshman class had a catalogue of their names printed and this served them for their college life. In the fall of the year 1796, on the recommendation of President Dwight, a catalogue of all the classes was printed on an open sheet; similar catalogues were printed at the beginning of every collegiate year till 1813, when the pamphlet form was adopted.<sup>4</sup>

The number of students increased steadily, throughout Dr. Dwight's term of office, amounting in 1817 to 283, exclusive of the medical students.

#### DEVELOPMENT TOWARDS A UNIVERSITY—THE MEDICAL SCHOOL.

President Dwight, as has been said, hoped to develop the College to a University and naturally the thought of a Theological Department came first, as from very early times there had been at Yale a class of

<sup>1</sup> Yale Book, II, (Woolsey).

<sup>2</sup> Dwight's Travels, I, 178.

<sup>3</sup> Dexter, Yale University, 98. In English first in 1892, previously in Latin.

MSS. note of J. L. Kingsley, in his Bound Yale Catalogues, now in J. H. U. Library.

resident graduates as theological students. This department, however, he was not enabled to establish in his lifetime; but he induced one of his sons to invest some money for that purpose, which soon became the nucleus of the endowment of the Theological School.<sup>1</sup>

The department of law next engaged his attention, and in 1801 the corporation voted to establish a Professorship of Law, to which Hon. Elizur Goodrich was appointed and lectured occasionally till 1810; when, on his resignation, the professorship was suffered to lapse for some fifteen years. This professorship was not designed to qualify students for the bar; but to have lectures read "on the leading principles of the law of nature and nations; on the general principles of civil government, particularly of Republican representative government; on the Constitution of the United States and of the State of Connecticut;" and also "on the various obligations and duties resulting from the social relations, especially those relations which arise from our own National and State Governments." If a professional school of law were begun, it was expected to be a private concern of the professor or was to be created later.<sup>2</sup>

But, in President Dwight's administration, was begun the first of the professional schools, the "Yale Medical School," the sixth in age in the country. To understand its founding, it is necessary briefly to review the history of medicine in Connecticut. Dr. Jared Elliot, of Killingworth, was the last of the old clergymen, who practiced medicine in their parishes, and so brought healing to both soul and body. After that men practiced medicine as they desired, and those were best fitted who had studied with some older physicians, while quackery abounded.

In 1763 eleven physicians of Norwich and vicinity petitioned the General Assembly for authority to meet quarterly to choose a committee of three approved physicians to examine candidates for doctors, and that those without certificates from such a committee be not allowed to collect fees by law. This failed of a favorable reply and nothing more was done for some time.

In May, 1784, the New Haven County Medical Society was formed, and the General Assembly was petitioned to grant a charter for a State Medical Society. Considerable agitation occurred over this question, in which excitement Yale partook, and the Seniors discussed, whether it would be safe to grant such a charter, and whether the institution of Medical Societies is useful? The New Haven Medical Society gave the license to practice, which, previous to this, old practitioners had been accustomed to give to their pupils. Finally, in May, 1792, the Connecticut Medical Society was incorporated. From that time till 1813, when the Yale Medical School was founded, the Medical Society gave the degree of M. D. on examination. Yale ceased giving M. D. as an honorary degree at the incorporation of the State Medical Society.

<sup>1</sup> College Book, 82.

<sup>2</sup> J. L. Kingsley, 31.



Early in this century Dr. Dwight proposed to found a Medical School, but the State Society met the idea with coldness.

In September, 1806, Rev. Dr. Nathan Strong, in the Corporation meeting, offered a resolution "for the appointment of a committee to inquire into the expediency of establishing a medical professorship in this College, and, if they find it expedient and practicable, to devise the means of such an establishment and also a system of regulations, which they judge adapted to the subject, and to report to the Corporation at its next regular meeting." Nothing, however, was done for some time, for the medical men had prejudices, and harmonious action and coöperation with the State Society was desired. The doctors feared that worthy young men would be excluded because unable to pay the fees. Prof. Silliman proposed that, to remove this objection, one from each county should be admitted free if recommended by the Medical Society and selected for intelligence, worth, and poverty. This proposal was accepted and availed of for some time, but has now fallen into disuse. In this way, by a committee from the Medical Society meeting one from the Faculty, all objections were removed and in May, 1810, a committee was appointed to lay the report of the joint committee before the General Assembly, which, in October, passed an act founding the Yale Medical School, under joint control of the Corporation and the Medical Society. In 1811 a committee of the Corporation was appointed to act with the Medical Convention in carrying into execution the Medical Institute of Yale College, and in September, 1812, the department was organized. The Faculty was, Æneas Munson, Professor of Materia Medica and Botany; Nathan Smith, Professor of the Theory and Practice of Surgery and Obstetrics; Eli Ives, Professor of the Theory and Practice of Physics; Jonathan Knight, Professor of Anatomy and Physiology; Benjamin Silliman, Professor of Chemistry, Pharmacy, Mineralogy, and Geology.<sup>1</sup> Candidates for license, or for an M. D., must have good moral character and an English education. Furthermore, an acquaintance with natural philosophy and a competent knowledge of Latin, previous to entrance, was required. If a College graduate, the student was to study three years with a physician or surgeon; if not a graduate, four years,<sup>2</sup> and, in any case, to attend one full course of lectures for a license and two for an M. D., and be 21 years old at graduation. In October, 1813, instruction began with 31 students in the building, now South Sheffield Hall. This was first built by James Hillhouse as a hotel and was leased by the school and then bought for it with \$20,000, a part of the bonus of the Phoenix Bank of Hartford, granted the Medical School by the State in 1814. Jared P. Kirtland, afterwards President of the Ohio Medical Society, is said to have been the first student. The faculty of the School were nominated by a joint committee from the Corporation and the Connecticut Medical Society, and

<sup>1</sup> Yale Book, II, pp. 60-66 (B. Silliman, jr.).

<sup>2</sup> Dwight's Travels, I, 177.

were confirmed by the Corporation.<sup>1</sup> There was an examining board of the professors and of members of the Medical Society. Dr. Munson was too old to take any active part, but Dr. Ives remained connected with the school for forty-seven years and Dr. Knight for fifty-one years, both dying in office, though no longer actively engaged in instruction. Dr. Smith was the only one graduated at a Medical School, and in 1829 was the first of the Faculty to die. He founded the Medical School in Dartmouth in 1798 and for some years was the only Professor there, continuing his practice at the same time. It has been said "the assertion that he has done more for the improvement of physic and surgery in New England than any other man will by no one be deemed invidious." In 1814 the first class of 3 graduated and the number of students, 37 the first year, increased to 57 in the next and 66 in the third. Beginnings of a library and an anatomical museum were made and land was bought for a botanical garden.<sup>2</sup> At first they tried to have the dormitory system, with prayers and commons, but this was soon given up.

#### DEATH OF PRESIDENT DWIGHT.

In 1816 President Dwight was taken sick. He partially recovered, however, and, becoming worse again, died January 11, 1817, aged 65. He was "one of the most conspicuous of men in modern times for the soundness and fullness, the variety and symmetry of his parts."<sup>3</sup> Crowds attended his funeral. "His administration had been a period of unprecedented prosperity, and under him the College, by the increasing number of students from the Southern and Southwestern States, had begun to acquire its distinctive character as a *national institution*, and one in which the *University principle* was thenceforth to be recognized."<sup>4</sup>

#### SECTION VI.—PRESIDENT JEREMIAH DAY (1817–1846).

Now begins the longest Presidency in the history of the College, for President Day held office for 29 years. He was Dr. Dwight's choice as his successor, and "was heartily confided in by his colleagues and former pupils; but there seemed danger of a decline of prestige for the College in the substitution for so eminent a man as Dr. Dwight of the reserved, unpretentious scholar who had long been in extremely delicate health and was only known to the public by a series of mathematical text-books." For these reasons Day was reluctant to take the place and, following his wishes, the Corporation in February, 1817, chose Rev. Henry Davis, D. D., President of Middlebury College, Ver-

<sup>1</sup> Yale Book, I, 121, II, 60–66 (B. Silliman, jr.).

<sup>2</sup> Dwight's Travels, I, 177; J. L. Kingsley, p. 32.

<sup>3</sup> Yale Book, I, 112.

<sup>4</sup> Dexter, Yale University, p. 53.

mont, to the vacancy. He declined, however, and Day's objections being overcome, he was chosen President in April, 1817, and inaugurated July 23, the same year. He had studied theology and been licensed to preach before becoming a Professor, but had never been ordained, and was, therefore, ordained by the clerical part of the corporation on the day of his inauguration.<sup>1</sup> The wisdom of the choice was soon seen, and the period of his administration was a brilliant one. "Never before had students had such interest in study, such *esprit de corps*, such pride in the ability and reputation of their teachers, such affection for their Alma Mater." Prof. Kingsley said:

Yale College is thought to have been particularly fortunate in its Presidents, and it may be said with truth that it has at no time flourished more than under the administration of President Day.<sup>2</sup>

Under him the growth of the College was "sound and symmetrical," and, though students did not increase in numbers as formerly, the cause was not any deficiency in Yale, but the raising of the standard of admission there and the founding of Amherst, Trinity, Wesleyan, etc., which drew off many who would otherwise have gone to Yale. Prof. Dexter says of President Day:

The gravity and calmness which were his striking external characteristics, were in perfect keeping with the whole force of his influence in College affairs. By a well-balanced judgment, cautiousness about changes, regularity and steadiness in the development of matured plans and other traits similar to these, he exercised a great, though unobtrusive, power, and left a memory for universal veneration.

He felt the burden of his position and once or twice desired to resign, but was dissuaded.<sup>3</sup> He only consented to take the office provided he might be relieved of some of the burdens. Consequently the duties President Dwight performed were separated, and new professors were appointed to care for some of them. Government by faculty arose under Day. Previously the government of the College was wholly in the President's hands; but President Day consulted the professors and "desired to have all questions decided in faculty meeting, as greater harmony and feeling of responsibility would thus be secured." From that time to this no professor has been appointed without the faculty's consent, nor has any important action been taken even by the Corporation without recommendation from, or assent of the Faculty.<sup>4</sup> In other respects he followed the old course, only with more regularity and system, and requiring more preparation of the students than ever before. He was kind and lenient, yet prompt and decided in enforcing good order, and under him the Faculty obtained that reputation for unyielding, sometimes even arbitrary inflexibility, which it has since maintained.

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<sup>1</sup> J. L. Kingsley, p. 35; Dexter, Yale University, p. 55.

<sup>2</sup> College Book, p. 88.

<sup>3</sup> Dexter, Yale University, p. 55.

<sup>4</sup> Yale Book, I, 127.

## GIFTS TO YALE UNDER PRESIDENT DAY.

In 1822 a Legislative Commission was appointed to see how much had been given Yale, and they computed that all the gifts from the State would average about \$250 a year, and amounted in all to \$73,402.60. In 1831 the State gave the college \$7,000 from the bonus paid by a Bridgeport bank to secure a charter.<sup>1</sup> Though now the gifts of the State became less frequent, the stream of private munificence began to flow in. During this period many gifts were made to the new professional schools, as will be noticed later; while for the College proper the great gift was the \$100,000 endowment fund raised in 1831 and 1832 by Wyllys Warner, the treasurer.<sup>2</sup> By his unwearying efforts in those two years he raised \$105,938 from the alumni; of this, \$82,950 was specifically given for the Academical Department. This came chiefly from persons of moderate means, more than three-fourths of the subscriptions being in sums of \$100 or less. Mr. Warner (Yale College, 1826) succeeded in enlisting, systematically, the interest of the alumni for the first time in the College's history; with this fund a Professorship of Greek and one of Mathematics were established; a teacher of Elocution was paid for and lesser wants were supplied.<sup>3</sup> The faculty gave liberally of their scanty means to the fund, though their salaries were then only \$1,140.<sup>4</sup> The fund came at a time of great need to the College, whose income from invested funds was only \$2,300.<sup>5</sup> The receipts from tuition were \$12,024, and the expenditures \$15,474; and for some years the College had been running in debt about \$400 yearly. As far back as 1822 the College, in appealing to the legislature for aid, and stating that it had more students than any other American college, announced that its capital only amounted to \$50,000, and it had still a debt of \$11,000 for its new building (North College).<sup>6</sup> The permanent productive funds amounted only to about \$20,000, and there is no exaggeration in saying that "the history of the College is a story of unceasing struggle with poverty, almost with bankruptcy, of self-denying effort by its officers, and of a system of small and patient economies on the part of its financial managers."<sup>7</sup>

Among other gifts were about \$1,000 from Roswell Colt, of Baltimore; \$5,000, which has since been increased to \$25,000, from D. C. De Forest,<sup>8</sup> Consul-General to Buenos Ayres, in 1825, and land in Lysle, Chenango County, N. Y., worth \$1,000, from W. W. Woolsey, of New York, in 1824. In 1826 Daniel Boardman, of New York, gave Yale 1,010 acres of land in Granby, Vt. The Benevolent Society of Yale College, dissolving in 1824, gave its library to the College and \$367.36 for beneficiary

<sup>1</sup> J. L. Kingsley, 38.

<sup>4</sup> Yale Book, I, 142.

<sup>2</sup> J. L. Kingsley, 39. Baldwin.

<sup>5</sup> Dana, Yale's Needs. (Nation, 12, 379.)

<sup>3</sup> Dexter, Yale University, p. 43.

<sup>6</sup> College Book, 87. Baldwin, Yale College. Fifteen years in Yale Chapel, 13.

<sup>7</sup> Scribner's, XI, 781. American Journal of Education, X, 693.

<sup>8</sup> Yale Book, I, 192 (H. C. Kingsley).

aid,<sup>1</sup> for which purpose Solomon Langdon, of Farmington, left \$4,000 in 1835. An Alumni Society was incorporated at Commencement, 1827, and before 1831 had subscribed for the College \$3,814.50.<sup>2</sup> At graduation the class of 1831 gave \$1,000. In 1834 Dr. Alfred E. Perkins, of Norwich, left by will \$10,000, the interest of which was to be used for purchase of books for the library. This was the largest gift from an individual since the founding of the College and the only one, at the time, exceeding that of Governor Yale.<sup>3</sup> It is still the largest single gift to the library fund. In 1824 Sheldon Clark gave \$5,000 for a Professorship of Moral Philosophy and Metaphysics, but the money was not to be used till it had been at compound interest for twenty-four years. This gift is worthy of note from the circumstances attending it. The giver was a farmer, born at Oxford, Conn., January 31, 1785, and died April 10, 1840. At the age of 26, by the death of his grandfather, on whom he was dependent and by whose penuriousness he had been prevented from obtaining a collegiate education, he was left heir to a moderate estate, and came to New Haven to gain advantage from intercourse with the College professors and from attendance on their lectures. "He then went back to his farm and lived very economically, for the express purpose of laying up money that should cause his name to be remembered as a promoter of learning. He read and thought constantly and was excessively fond of argumentation." Some of his productions were printed, and at home he was respected and several times elected to the State legislature. In 1824 his first gift was followed by one of \$1,000, to be also put at compound interest for twenty-four years, and then the income to be given to the best scholar in the senior class for two years after graduation.<sup>4</sup> In 1831 he gave \$1,200 for an acromatic telescope with a 5-inch aperture and a focal length of 10 feet, made by Dollond in London. To receive this, the tower of the Athenæum was fitted up as an observatory and is used for that purpose to this day.<sup>5</sup> At Mr. Clark's death he left \$7,000 and 400 acres of land, estimated as worth as much more, to the general fund.<sup>6</sup>

In 1849 the scholarship was first offered, and was taken by Timothy Dwight, since President of the College. It has been very beneficial in promoting scholarship, and among the Clark scholars have been Theodore Winthrop, L. R. Packard, J. W. Gibbs, and Eugene Schuyler. During President Day's administration Israel Munson, of Boston, Mass., gave \$15,000 for a Professorship of Natural Philosophy, and Prof. Salisbury and others gave \$10,000 for a Professorship of Natural History.<sup>6</sup> In 1843 Prof. J. H. Townsend (Yale College, 1822), of the Law School,

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<sup>1</sup> Baldwin, Yale College; Dexter, Yale University, 43.

<sup>2</sup> Yale Book, I, 193.

<sup>3</sup> J. L. Kingsley, 39.

<sup>4</sup> Four Years at Yale, 595; Yale Literary Magazine, 25, 408.

<sup>5</sup> Yale Book, I, 142.

<sup>6</sup> Yale Book, I, 194 (H. C. Kingsley).

gave \$1,000, the income of which was to be annually given in five premiums to the Seniors for the best English composition.<sup>1</sup> Thus were founded the Townsend Premiums, esteemed one of the greatest honors of the College course. Besides Dr. Perkins's munificent gift for the library, Eli Whitney and Daniel Wadsworth, of Hartford, each gave \$500 in 1823, the former for books in practical mechanics, the latter for books in natural history and chemistry. In 1830 Mr. John T. Norton, of Albany, N. Y., gave \$5,000 to the library,<sup>2</sup> and Rev. John Elliott, D. D., of East Guilford (now Madison), left it at his death, in 1824, a fund which now amounts to \$1,400.<sup>3</sup>

The apparatus was much increased in Day's time. Among other gifts there was one of an electrical machine from Caleb Wright in 1834. In 1825, through Prof. Silliman's efforts, money was raised for the purchase of the valuable Gibbs collection of minerals, which the College had had on exhibition for some years. It cost \$20,000, of which the alumni of South Carolina contributed \$700, the alumni of New Haven and the officers of the College \$10,000, the citizens of New York \$3,000, and an unknown individual \$500. The College thus obtained over 24,000 valuable specimens.<sup>4</sup>

NEW BUILDINGS, CABINET, TRUMBULL GALLERY, DIVINITY COLLEGE,  
CHAPEL, NORTH COLLEGE, LIBRARY.

In 1819 the Cabinet building was built for a Commons Hall, with a kitchen in the basement and the upper floor for the mineralogical cabinet, whence the building took its name. When Commons were given up, in 1841, the vacant rooms were given to the department of natural philosophy for recitation rooms. The building stood west of the brick row, and was demolished in 1890. When the Peabody Museum was built and the Cabinet moved there, in 1876, the College Reading Room was placed in the upper floor of the Cabinet, where it remained until removed to the North wing of the Library Building when the Cabinet was taken down.<sup>5</sup> The lower floor contained two large recitation rooms. The old Commons Hall was fitted as for a laboratory in 1820, and 30 feet were added to it on the south for a lecture room. The first chemical apparatus had been brought from London by Ebenezer Fitch (tutor, 1780-'83), and the laboratory had been in the basement of the Lyceum since 1802. Prof. Silliman's lectures were very popular, and many ladies attended them. In that old laboratory he made and used his famous large electric battery, which cost \$7,000 and was made of 900 couples of zinc and copper.<sup>6</sup>

In 1820 a new dormitory was voted and North College was accordingly built in 1821. It never bore any other name than the one indi-

<sup>1</sup> Yale Literary Magazine, 26, 332.

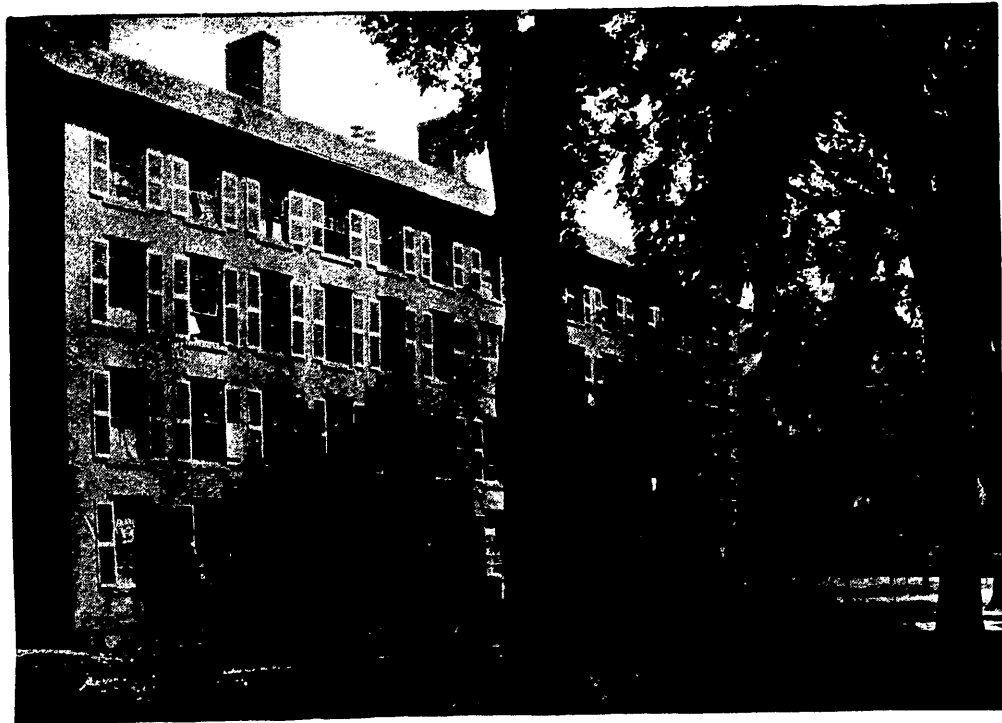
<sup>2</sup> Dexter, Yale University, 59.

<sup>3</sup> Yale Book, I, 185.

<sup>4</sup> J. L. Kingsley, 44.

<sup>5</sup> Yale Book, I, 472 (W. L. Kingsley).  
College Book, 84.

<sup>6</sup> Yale Book, I, 453.



NORTH COLLEGE—YALE UNIVERSITY.

cating its geographical position, and for some years was considered the finest dormitory, and was therefore the resort of Seniors.<sup>1</sup> On November 17, 1824, the last of the present buildings in the brick row was dedicated. It is the Old Chapel, and cost \$12,000, about one-fourth of which came from friends of the College. It was built to supply more room than the former chapel in the Athenæum had furnished. The attic was fitted up for the library, the third floor was used as a dormitory, as it is still, and was occupied by the Divinity students till a separate building was erected for them. The gallery had square pews along the wall, with broad passageways between them and the front, in which one or two rows of movable seats were put for casual visitors and professional, or graduate, students. The pulpit was high and old-fashioned; it was lowered in 1847 and again in 1872, when the front of the galleries was also lowered. In 1831 the seats in the gallery were rearranged. In 1851 an organ was purchased and the instrumental accompaniments to singing, formerly used, were given up.<sup>2</sup> In this building morning prayers were held at the extremely early hours of 5 a. m. in summer, and from 6 to 6:30 in winter. After prayers, came the morning recitation, before breakfast, for all but Seniors, and after 1846 for them also. Evening prayers were held from 5 to 6 p. m., according to the season, the President conducting morning prayers, a professor or tutor, those at night. On Sunday there were two services till 1872, when the afternoon one was given up. In 1858-'59, morning prayers and recitations before breakfast were given up, a change for the students' health, one would imagine, and evening prayers likewise went into disuse.<sup>3</sup> This chapel, "the scene of the elaborate and refined eloquence of Fitch, the weighty arguments and the rousing appeals of Taylor, the calm and deliberate wisdom of Day, the passionate appeals of Goodrich, and the tender and meditative pathos of Woolsey,"<sup>4</sup> was rearranged after the new Battell Chapel was built, so as to supply seven recitation rooms.

In 1831 the Trumbull Gallery<sup>5</sup> was built, at a cost of \$4,000, to contain the Yale Art Gallery, consisting at the time only of a few paintings, mostly those painted by John Trumbull. The famous artist being left a widower, finding his skill failing him and the demand for his work diminishing, became morbidly opposed to selling anything to individuals "and offered all the remainder of his collection to Yale for an annuity of \$1,500. The offer was accepted and the College obtained 7 large pictures and 250 portraits," many of them first copies from large works and of great value,<sup>6</sup> historically as well as artistically. When the paintings were

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<sup>1</sup> Yale Book, I, 474 (Rev. W. Calkins).

<sup>2</sup> Fifteen Years in Chapel of Yale College (N. Porter), 11-14.

<sup>3</sup> Fifteen Years in Chapel, 15.

<sup>4</sup> Fifteen Years in Chapel, 57.

<sup>5</sup> The State made an appropriation for it (Yale Book, II, 149, E. E. Salisbury).

<sup>6</sup> Conn. Post, March 9, 1878.



moved to the Yale Art School the building was remodeled in 1868 for a President's and Treasurer's office, for which purpose it is still used.<sup>1</sup>

In 1835 a building like the other dormitories in the brick row was built for the Theological School, and called Divinity College. It stood directly north of the North College and was taken down in 1870, when Durfee College was built.

The Library became cramped in its quarters in the Chapel, as years went on, and a separate building for it was needed. In 1843 such a building was begun and finished in 1846. It cost \$34,000, of which subscriptions paid \$18,000; of this amount Prof. Salisbury gave \$6,000, President Woolsey \$3,000, Cortland Van Rensselaer \$600, and President Day, Prof. Goodrich, Mr. Henry, D. A. Ward, and Hon. Thos. S. Williams \$500 each.

The building is of Portland sandstone, 151 feet long, and stands about half way up the Campus on the west side. It is a beautiful building externally, but is too dark within to answer its purpose well. The library, which had suffered much in the Revolution, numbering only 2,700 volumes in 1791 against 4,000 in 1766, speedily recovered. In 1803 it contained 4,700 volumes; in 1823, 6,620; in 1835, 10,000; and in 1850, 21,000. At this time it was best in theology and sciences, weak in classics and general literature.<sup>2</sup>

Up to 1805 the senior tutor was librarian. Then Prof. Kingsley performed the duties of the office till 1824, when Prof. Gibbs succeeded him.<sup>3</sup>

With the new building, a librarian, to devote his entire time to the work, was appointed. E. C. Herrick, the first one, held office till 1858.<sup>4</sup>

The Societies' libraries were kept in the same building; that of the Linonian Society, which had been begun by Timothy Dwight, Nathan Hale, and James Hillhouse in 1769, occupied the South wing and added many books from 1825 to 1850. Brothers in Unity had their library in the North wing, and when the libraries were united under the College management in 1872, after the death of the societies, the books of Linonia were also moved there. Calliope had a library of 6,000 volumes at its death in 1854, when most of them were sold.<sup>5</sup>

#### CHANGES IN THE FACULTY.

President D. C. Gilman, when a Professor at Yale, wrote:

The government of a college should rest in the hands of permanent resident professors. It is this which has made Yale so great a success. The Corporation have never refused the Faculty anything important. Offers of lucrative and honorable positions elsewhere rarely take professors away, for they find no obstacles here.<sup>6</sup>

<sup>1</sup> College Book, 88.

<sup>2</sup> Dexter, Yale University, 100.

<sup>3</sup> Yale Book, I, 188. (A. Van Name.)

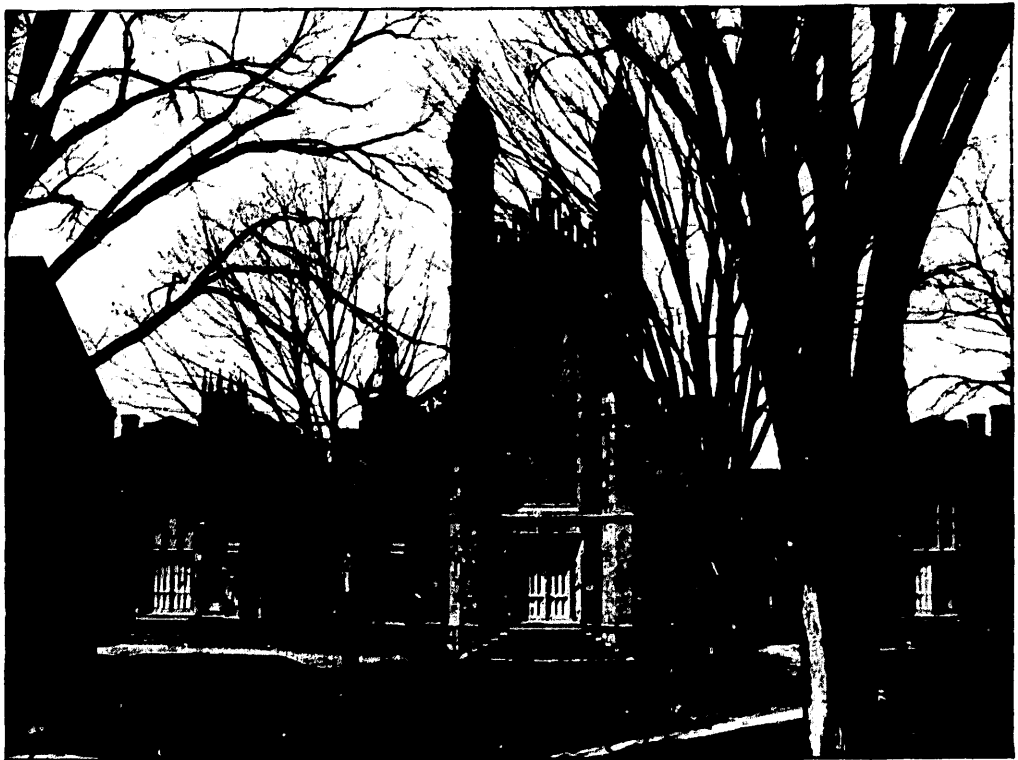
<sup>4</sup> Dexter, Yale University, 59.

<sup>5</sup> Yale Book, I, 189. (A. Van Name.) In 1890 the Societies' libraries were placed in the south wing of the old library building.

<sup>6</sup> Nation, Vol. 12, 355, (1871).



TREASURY BUILDING, DURFEE COLLEGE—YALE UNIVERSITY.



OLD LIBRARY—YALE UNIVERSITY.

At this time fourteen tutors heard recitations and the professors lectured chiefly.

The Professors were enterprising and able, scholars standing foremost in their several departments, and were united to each other by a chivalrous courtesy, which was worthy of the elder times, and which, with their single-hearted devotion to the College, gave them a high place in the confidence of the community. They were all men of decided religious convictions, though singularly unlike in the expression of them.<sup>1</sup>

At President Day's accession the old Professorship of Divinity was filled by the election of Rev. Eleazar T. Fitch (Yale College, 1810). He filled the office till 1852, and, as Professor Emeritus, from 1863 to 1871. In the pulpit he was "distinguished for the acuteness and subtilty of his theological discourses and the persuasive eloquence of his popular sermons. No one who ever heard the pathetic tones of his entreaties or the elaborate exhaustiveness of his subtile arguments could forget the man, and no one who knew him as a man would desire to lose him from his memory."<sup>2</sup> At the same time as Prof. Fitch, Alexander M. Fisher was chosen Professor of Mathematics, Natural Philosophy, and Astronomy, which post President Day formerly held. He was of great promise and went to study in Europe, but was lost in the wreck of the packet *Albion*, near Kinsale, Ireland, April 2, 1822. In September of that year Rev. Matthew R. Dutton (Yale College, 1808), pastor at Stratford, was chosen as successor and held the place till his death, July 17, 1825. Then Denison Olmsted (Yale College, 1813) was called to the professorship and accepted it, leaving the University of North Carolina, where he had been Professor several years and where his influence still lingers. In 1836 the chair was divided. Mathematics were taken from it and given to Anthony D. Stanley (Yale College, 1830), who held the chair till his death in 1853. Prof. Olmsted continued to give instruction in Natural Philosophy and Astronomy till his own death in 1859. His text-books on his favorite sciences had great popularity and are still in use.<sup>3</sup>

Another appointment, made in 1817, was that of Rev. Chauncey A. Goodrich as Professor of Rhetoric and English Literature, he being the first to hold that chair, instruction in those branches being previously given by President Dwight. Of him it is said that he "rarely, if ever, preached, but was eminently effective in familiar religious lectures and in private conversation with individuals. He was a master of an impassioned eloquence, which, though it might seem occasionally to rise above the level of ordinary religious emotion, was very impressive to many minds. He was the adviser of many in time of spiritual need, and by his prompt and ready sympathy and his generous liberality proved himself a faithful servant of his Master."<sup>4</sup> He took great interest in the new theological school, and was transferred to it in 1839 as Professor of the Pastoral Charge, holding it till his death in

<sup>1</sup> Fifteen Years in Chapel, 14.

<sup>2</sup> Fifteen Years in Yale Chapel.

<sup>3</sup> Yale Book, 1, 131.

<sup>4</sup> Fifteen Years in Chapel, 21.

1860 and furnishing much of the endowment for the chair. Removed from the direct instruction of the undergraduates, "he continued to be in a peculiar sense the religious friend of the students in the College, and by his unofficial pastoral work and impressive personal influence did much to develop the active Christian life of the whole institution."<sup>1</sup> William A. Larned (Yale College, 1826) succeeded him, as Professor of English, and served in that capacity till his death in 1862.

In 1836, Theodore D. Woolsey, who had graduated in 1820, been a tutor 1823-25, studied theology at Princeton, and traveled from 1827 to 1830 in Europe, was appointed Professor of Greek which chair he retained after he became President of the college, till 1851. In 1842, Thomas A. Thacher (Yale College, 1835) was made Assistant Professor of Latin. He had studied in Europe for two years, during part of which time he acted as tutor in English to the late German Emperor, Frederic III. On his taking the professorship he advocated postgraduate study, and introduced new methods of conducting recitations. Formerly only a correct translation of the author was required; but from the multiplication of printed translations and the readiness of the students to use them men were losing much of the benefit of the study.<sup>2</sup> To remedy this, he introduced the practice of asking grammatical questions.<sup>3</sup> In April, 1836, he died, "after forty-seven years of self-sacrificing services, not the least memorable of which lay outside the class room, in his influence among the students, his interest in the graduates, and his earnest devotion to all measures for the progress of the college."<sup>4</sup> In 1841 Edward E. Salisbury was chosen Professor of Arabic and Sanskrit; he resigned in 1856.

Under these professors and this President much advance in instruction was made; elementary subjects were discarded, such as English grammar and geography, in 1826, and arithmetic in 1830, while modern languages and political economy were introduced. "The scope and thoroughness of entrance examinations were increased." Through the influence of Horace Bushnell (then a tutor) and President Woolsey, about 1830 the old plan was abandoned of "assigning a division of a class to a tutor, who heard all recitations," and there was substituted for it the present plan, of appointing a tutor to teach the same subject to the different divisions successively.<sup>1</sup>

The ever-new questions of "dead languages" and electives came up in 1827, when Hon. Noyes Darling, of the Corporation, moved:

That a committee be appointed to inquire into the expediency of so altering the regular course of instruction in this college as to leave out of said course the study of the dead languages, substituting other studies therefor, and either requiring a competent knowledge of said languages as a condition of admittance into the college or providing instruction in the same for such as choose to study them after admittance, and that the said committee be requested to report at the next annual meeting of this Corporation.

<sup>1</sup> Dexter, Yale University, 57.

<sup>2</sup> College Book, 89.

<sup>3</sup> Yale Book, 1, 143.

<sup>4</sup> Dexter, Yale University, 83.

The committee so reported, and transmitted also two elaborate papers, one written by President Day, containing "A summary view of education in the College," the other by Prof. Kingsley, "An inquiry into the expediency of insisting on the study of the ancient languages."<sup>1</sup> These papers convinced the Corporation and the curriculum was left as before. Some of President Day's phrases are worth quoting. He said a college course "is to lay the foundation of a superior education. It is not to give a partial education consisting of a few branches only, nor, on the other hand, to give a superficial education, containing a little of almost everything, nor to finish the details of either a professional or practical education; but to commence a thorough course and to carry it as far as the time of the student's residence will allow."<sup>2</sup>

#### WHO THE STUDENTS WERE.

"And there were giants in those days." The reputation of the College had spread far and wide and the choicest young men from all parts of the country came to Yale. How then could the old Alma Mater fail to have distinguished sons? In 1817 graduated Nathan R. Smith, M. D., for long years a distinguished professor in the University of Maryland; Rufus P. Spalding, Judge of the Ohio Supreme Court; Charles J. McCurdy, Minister to Austria; Joel Jones, President of Girard College; Rev. William H. De Lancey, President of the University of Pennsylvania and Bishop of Western New York; and Rev. Lyman Coleman, the veteran professor at Lafayette College. Francis Bugbee, Judge of the Supreme Court of Alabama; Francis H. Cone, Frederic Whittles, and Henry Dutton, who held like offices in Georgia, New York, and Connecticut, respectively, graduated in 1818, with Rev. Hector Humphreys, President of St. Johns College, Maryland, and Lewis Wild, Principal of the American Deaf and Dumb Asylum. In 1819 the class contained Samuel D. Hubbard, Postmaster-General, a post for which Yale's sons have had a fondness; W. W. Turner, Principal of the American Deaf and Dumb Asylum; and John H. Lathrop, President of the Universities of Missouri and Indiana and Chancellor of the University of Wisconsin. Rev. Leonard Bacon, "the Congregational Bishop of Connecticut;" President T. D. Woolsey; Mason Brown, Judge of the Supreme Court of Kentucky; and Alexander C. Twining, the inventor of the process of making artificial ice, were alumni of 1820.

In 1821 was graduated Rev. Thomas W. Coit, President of Transylvania University, as were in 1822 the venerable Edward Beecher, formerly President of Illinois College, now the oldest living graduate, and William Rockwell, Judge of the New York Superior Court. In 1824, Ashbel Smith, M. D., the Texan Ambassador to Great Britain and France, became an alumnus, as did Willis Hall, Attorney-General, and

<sup>1</sup>Am. Colls. and Am. Pub., 12 (N. Porter).

Collogo Book, 87.

E. W. Leavenworth, Secretary of State for New York; and Origen S. Seymour, Chief Judge of the Connecticut Supreme Court. A year later the class had among its numbers William B. Fleming, Judge of the Georgia Supreme Court; Seabury Ford, Governor of Ohio; Rev. Simeon North, President of Hamilton College; and Thomas Slidell, Chief Judge of the Louisiana Supreme Court. In 1826 were graduated Prof. Larned; Henry Z. Hayner, Chief Judge of the Supreme Court of Minnesota Territory; Julius Rockwell, United States Senator from Massachusetts; and Rev. Julian M. Sturtevant, President of Illinois College. Rev. William Adams, President of the Union Theological Seminary; Rev. Theron Baldwin, Rev. Horace Bushnell,<sup>1</sup> Rev. Cortlandt Van Rensselaer, all three noted divines; Nathaniel P. Willis, one of America's earliest literary men; William H. Welch, Chief Judge of the Supreme Court of Minnesota Territory; Henry P. Edwards, Henry Hogeboom, George Gould, who all sat on New York's Supreme Bench; Rev. Henry Durant, President of the University of California; and William W. Hudson, President of the University of Missouri, were graduates in the illustrious class of 1827. The late Rev. F. A. P. Barnard, President of the University of Mississippi and of Columbia College, graduated in 1828, with William W. Hoppin, Governor of Rhode Island, and William Strong, Judge of the United States Supreme Court.

In 1829 were Francis Gillette, United States Senator from Connecticut; J. D. Tyler, Principal of the Virginia Institution for Deaf and Dumb, and James H. Shorter, Chief Judge of the Supreme Court of New Mexico. Henry Barnard, the veteran educator, Chancellor of the University of Wisconsin, and President of St. John's College, Maryland; Edward Hammond, Judge of the Maryland Supreme Court; the late Prof. Elias Loomis; Prof. A. D. Stanley; Lewis B. Woodruff, United States Judge; and John C. Smith, Minister to Bolivia, all were graduated in 1830. In 1831 James H. Adams, Governor of South Carolina, was in the graduating class, as were Rev. Thomas M. Clark, Bishop of Rhode Island; Rev. William I. Kip, Bishop of California; Rev. Peter Parker, Minister to China; Trusten Polk, Governor of Missouri and United States Senator; Alpheus S. Williams, Minister to San Salvador; and President Noah Porter, "*clarum et venerabile nomen.*"

Allen T. Caperton, United States Senator, was in the class of 1832, as were Cassius M. Clay, Minister to Russia; Rev. Henry L. Hitchcock, President of Western Reserve College; Prof. E. E. Salisbury, and Alfred Stillé, the renowned physician. Prof. James D. Dana graduated in 1833, as did Prof. George E. Day and Alphonso Taft, United States Secretary of War and Attorney-General, Minister to Austria and Russia. In 1834 graduated Henry G. Ellsworth, Minister to Swe-

<sup>1</sup>We have this picture of him in college, "black-haired, earnest-eyed, sturdy, carelessly dressed, athletic, and independent, a good fellow, and popular in spite of being both blunt and exemplary." (Life of N. P. Willis, Chap. II.)

den; John W. Houston, Judge of the Delaware Supreme Court; William T. Minor, Governor of Connecticut; and William N. H. Smith, Chief Judge of the North Carolina Supreme Court. Rev. Samuel W. Fisher, another President of Hamilton College, was an alumnus of 1835, a classmate of Rev. George W. McPhail, President of Lafayette and Davidson Colleges; Hugh W. Sheffey, Judge of the Virginia Supreme Court; Prof. T. A. Thacher; and Alexander S. Johnston, Judge of the United States Supreme Court. In 1836 were graduated Edward P. Cowles, a judge of the court of last resort in New York, and Rev. Richard H. Wilmer, Bishop of Alabama.

The famous class of 1837 contained Chief Justice Morrison R. Waite; Senator William M. Evarts; Edwards Pierrepont, Attorney-General and Minister to Great Britain; Samuel J. Tilden (who did not graduate with the class); Rev. Aaron L. Chapin, President of Beloit College; Prof. Chester S. Lyman; John P. Putnam, Judge on the Massachusetts Supreme Bench; and Prof. Benjamin Silliman, jr. In 1838 William F. Cooper, Judge of Tennessee's court of last resort, graduated, as did Rev. Joseph P. Thompson, and William Strong, Judge of the Supreme Court of Oregon and Washington, when they were Territories. Henry L. Dawes, United States Senator from Massachusetts, is a Yale man of the class of 1839, a classmate of Willard P. Hall, Governor of Missouri; Richard D. Hubbard, Governor of Connecticut; Henry R. Jackson, Minister to Austria and Mexico; James O. Putnam, Minister to Belgium; Charles J. Stillé, Provost of the University of Pennsylvania; and Rev. Francis Wharton, an authority on international law. In 1840 were graduated Henry Booth, Judge of the Illinois Supreme Court; William Chauvenet, the mathematician, Chancellor of Washington University, Missouri; Gideon H. Hollister, Minister to Hayti; Prof. James M. Hoppin; Joseph G. Hoyt, Chancellor of Washington University, Missouri; Charles R. Ingersoll, Governor of Connecticut; George D. Lamont, Judge of the New York Supreme Court; Elias H. Williams, who held like office in Iowa; and Rev. George Thacher, President of Iowa University.

In 1840 were graduated William L. Learned, Gilbert Dean, and Joseph F. Barnard, Judges of New York's Supreme Court. In 1842 the class contained Douglass Boardman, Judge of the New York Supreme Court; Rev. John C. Burroughs, President of Chicago University; Prof. James Hadley, John A. Peters, Chief Judge of the Maine Supreme Court; Prof. John A. Porter; Theodore Runyon, Chancellor of New Jersey; Henry A. Scudder, Judge of the Massachusetts Supreme Court; and the famous antiquarian, J. Hammond Trumbull. Another famous antiquarian, Henry Stevens, graduated a year later. In 1844 graduated Isaac Atwater, Chief Judge of the Minnesota Supreme Court; Charles H. Crane, M. D., Surgeon-General of the Army; Orris S. Ferry, United States Senator from Connecticut; Henry H. Haight, Governor of California; and William B. Washburn, Governor of Massachusetts

and United States Senator. William B. Woods, Judge of the United States Supreme Court, graduated in 1845, and Governor Henry B. Harrison, of Connecticut, a year later, a classmate of Reusselaer R. Nelson, Judge of the United States District Court for Minnesota.

#### COLLEGE LIFE—THE BULLY CLUB.

During the early part of President Day's régime, New Haven was a town of some 9,000 inhabitants. West of the college there were only two streets, and then pastures, where those practicing for debates in Linonia or Brothers rehearsed. Down by the bay, where Sargent's manufactory now is, was the pavilion, a great student resort. The town had a "homogeneous population and charming society, being better fitted in some respects for a college town than now." Already, through the efforts of Hillhouse, it was the City of Elms, the spreading arches of which trees, uniting across the streets, form one of the greatest beauties of New Haven to-day. Till 1827 there was no anthracite coal, the students buying wood at the woodyard near South College, and having it cut for use, not sawed. Willis said of the city:<sup>1</sup>

If you were to set a poet to make a town, with carte blanche as to trees, gardens, and green blinds, he would probably turn out very much such a place as New Haven. The first thought of the inventor of New Haven was to lay out the streets in squares; the second was to plant them, from suburb to water side, with the magnificent elms of the country. The result is that, at the end of fifty years, the town is buried in trees.

The scenery around New Haven is uncommonly fine and varied, "tempting one constantly to holiday walks and sails, and lending a romantic charm to the memories of undergraduate life."<sup>2</sup> The college year began then in October, and through the whole course student life was much simpler then than now. It is true that a member of '21 says that "once expensive dress having become prevalent, the faculty tried to curb it, and a Lycurgan Society was formed which proposed a dress somewhat like that of the Quakers, but failed to have it adopted."<sup>3</sup> But extravagance could not have gone very far, since we find that when Wikoff, then a Freshman, introduced the unwonted luxuries of a carpet and paper hangings into his College room, the rumor of the enormity came to the ears of Prof. Silliman. He inspected the room and said, "All this love of externals, young man, argues indifference to the more necessary furniture of your brain, which is your spiritual business here."<sup>4</sup> Probably few American students have been more influenced by college life than the poet Willis. In the words of his biographer, "It furnished him with a fund of literary material. It brought him into the sunshine and changed the homely school-boy

<sup>1</sup>Life of N. P. Willis, 37 (H. A. Beers).

<sup>2</sup>Scribner's, xi, 761.

<sup>3</sup>"Scenes and Characters in College," quoted in "College Words and Customs," Niles Register, 18, 42.

<sup>4</sup>Life of N. P. Willis, chapter 11.



chrysalis into a butterfly of uncommon splendor and spread of wing."<sup>1</sup> It was a rather rough life then; all ate in commons till 1842, when the custom was given up, though an unsuccessful attempt to revive it was made in 1866.<sup>2</sup> When they had cider for dinner, each drank in turn from the pitcher till 1815; poor students waited on the table; and in a single term we hear of 600 tumblers and 30 coffee pots being carried off. The quality of the food, though generally good, was not uniformly so, and hence in 1819 there was a three days' rebellion of Freshmen and Sophomores.<sup>3</sup> From the same cause sprang the "Bread and Butter Rebellion," of the summer of 1828. The food was poor, and as it was not improved upon complaint, the students held meetings to confer with the Faculty and then refused to go to commons till the fare was better. President Day refused to treat with them in a state of rebellion and four of the students were summoned and, upon their refusing to come, were expelled. This created much excitement; an open-air meeting of the students was held in Hillhouse avenue and they pledged themselves to stand by each other. Then they went home, cooled off, and wished to come back. The Faculty offered to take back, on confession and apology all but the four who had been expelled. Most men accepted the terms and returned.

In 1830 came another stubborn conflict of students with the Faculty, called the "Conic Sections Rebellion," because of the refusal to recite in that study according to the desires of the Faculty. In July the students petitioned to be allowed to explain Conic Sections from the book and not to have to demonstrate them from the figures. This was refused, and a portion of the class agreed to refuse to recite, and carried their resolution into effect. About 40 signed a paper indorsing those who refused to recite and praying that punishment, if any, should come on them all alike. A few days later, 42 signed a similar paper.<sup>4</sup> The Faculty took them at their word and 44 were expelled. Other Colleges refused to receive them, and this drastic policy had such an effect that, from that time, there has been no organized resistance to the College authorities. Pranks of various sorts were popular, such as painting the President's house red, white, and blue, or putting a cow on the top floor of a dormitory. In 1823, Willis wrote to his father, just after Christmas:

The Southern students seem restless under the restriction of a lesson on playday. There were many of them drunk last evening and still more to-day. Christmas has always been, ever since the establishment of the College, emphatically a day of tricks, windows broken, bell rope cut, freshmen squirted, and every imaginable scene of dissipation acted out in full. Last night they barred the entry doors of South

<sup>1</sup> Life of N. P. Willis, Chap. II.

<sup>2</sup> It has been revived successfully, for those who desire to pay a moderate amount for board. The old gymnasium was remodeled for this purpose, and in the fall of 1892 the college began to furnish meals for 400 men there.

<sup>3</sup> Four Years at Yale, 238-247.

<sup>4</sup> College Book, 86. Yale Book, I, 137.

College to exclude the government and then illuminated the building. This morning the recitation-room doors were locked and the key stolen and we were obliged to knock down the doors to get in, and then we were not much better off, for the lamps were full of water and the wicks gone. <sup>1</sup>

There were also Town and Gown Conflicts, in which a chosen commander, the "Major Bully," led on the students.

In 1803, a student was rescued from jail; in 1806, there was a battle with the "townies;" in 1811, during a riot with sailors, the campus was attacked by them; in 1815, a party of students, going to the Dragon Inn in Fair Haven, had a fight with the sailors there; in 1819, there was a battle between students and sailors at Long Wharf, and, in 1820, the Bully and his followers had hard work dispersing a mob which threatened to tear down the Medical School on account of the disinterring a woman's body.<sup>2</sup> The Bully Club, of famous memory, now presumed to be deposited in the hall of one of the Senior societies, was a huge knotty club, said to have been wrested from one of a band of townsmen in some riot. It was yearly bestowed, with set form of speech, on the strongest man in the Senior Class, who, thenceforth, acted as Class President. He led the College in all riots and conflicts. In addition to the "Major Bully," a "Minor Bully" was chosen, usually a small man, who acted as Vice-President of the class. Finally a faction in the class, thinking the name Bully not elegant enough, chose a Marshal; this produced ill feeling, which ended in a fight between the two parties on Commencement Day, 1840, breaking up the procession to church. Upon this, the Faculty passed a law, "prohibiting all class organization of any name whatever,"<sup>3</sup> and this vote is in force to day.

In 1841, there was a firemen's riot with the students, and in 1843 a tutor was killed.<sup>4</sup> About this time, or earlier, arose the custom of Freshmen leaving chapel first after morning prayers, a custom established, it is said, to prevent fights at the door with the Seniors.<sup>5</sup>

#### BEGINNING OF ATHLETICS AND JOURNALISM.

In September, 1826, \$300 were appropriated by the Corporation for "cleaning and preparing of the grounds for a gymnasium and the erection of apparatus for gymnastic exercises, with a view to the promotion of the health of the students." This gymnasium was not under cover, but lasted through the period of President Day.<sup>6</sup>

In 1842, W. J. Weeks ('43), then a Junior, bought a boat, from which time dates the beginning of the Yale Navy. The first boat of the Navy was a seven-oared one, called the *Pioneer*. In a few weeks two

<sup>1</sup> Life of N. P. Willis, Chap. II

<sup>2</sup> Yale Book II, 460 (L. H. Bagg).

<sup>3</sup> Four Years at Yale," 500-518. "Sketches of Yale College" in "College Words and Customs," 38.

<sup>4</sup> Four Years at Yale, 500.

<sup>5</sup> Yale Book I, 279.

<sup>6</sup> Yale Book, II, 274.

more were procured, the *Nautilus* and the *Iris*, the latter manned by Freshmen. The Sophomores had a canoe with eight short oars, called the *Centipede*. The interest in boating once started has never waned.<sup>1</sup>

Apparently, the first project to start a college periodical is found in a letter from the Harvard Chapter of  $\Phi B K$  to the Yale Chapter, before 1800, suggesting that the fraternity issue such a paper. The plan came to naught, and Yale's first periodical was the "Literary Cabinet," which appeared November 15, 1806. It was edited by T. S. Grimké, L. E. Wales, and J. Sutherland, and announced its "unalterable resolve to appropriate the pecuniary profits to the education of poor students in this seminary;" but apparently did not have much to give them, for it suspended publication after the first volume. It was followed by many equally short-lived undergraduate papers: "The Athenæum," 1814; "Yale Crayon," 1823; "Sitting Room," 1830; "Student's Companion," 1831; "Little Gentleman," 1831; "Medley," 1833; "Literary Quidnunc," 1838; "Collegian," 1841; "College Cricket," 1846; and "City of 'lms," 1846.<sup>2</sup> In 1836, however, was founded a monthly which still lives, the oldest college periodical and "generally recognized to be among the best of college journals,"<sup>3</sup> "The Yale Literary Magazine." Its founders, E. O. Carter, F. A. Coe, William M. Evarts, Chester S. Lyman, and W. S. Scarborough, were all members of the famous class of 1837, and ever since that time it has been edited by five members of the senior class. In February, 1886, it issued its semicentennial number, containing articles from such distinguished former editors as Donald G. Mitchel, Judge F. M. Finch, W. W. Crapo, President Daniel C. Gilman, Charlton T. Lewis, President Andrew D. White, Prof. Thomas K. Lounsbury, and Prof. E. R. Sill. The founder of the "Lit," as it is called, was William T. Bacon, who was not chosen editor only because he did not care for it. The character of the contributions to the "Lit" has always been high, and it has been an exponent of what is best in student thought. An election by one's class to a "Lit"<sup>4</sup> editorship is one of the greatest honors of the course and is diligently striven after.

On November 5, 1840, on account of the firemen's riot, appeared the first number of the "Yale Banner." "Richelieu" Robinson, of the class of '42, was one of the principal contributors, and it was intended as the students' organ against the firemen. It suspended on December 10. On November 3, 1842, appeared Vol. I, No. 5, as an annual. In 1845, Vol. II followed, and ever since that date the "Banner" has yearly appeared with a fund of interesting information. Up to 1865 it was a four-page folio sheet, followed in a week or so, after 1853, by a two-page folio supplement. In 1866 it appeared as a double sheet, and from 1870 onwards it has been an octavo pamphlet. It is filled with val-

<sup>1</sup> Yale Book, II, 274.

<sup>2</sup> Four Years at Yale, 425-460.

<sup>3</sup> Thwing, 92.

<sup>4</sup> "Origin of the Lit," Rev. C. S. Lyman, Yale Literary Magazine, I, 181.

uable facts and statistics. At one time it is said to have been owned by the Skull and Bones Society, but of late years the proprietorship of it has been with the "Lit" editors, who sell the right of publication to the highest bidder. It appears about December 1.<sup>1</sup>

#### ALUMNI MEETINGS.

In 1827 an Alumni Association was organized, but it soon died. In 1842 it was reorganized, with Chancellor Kent as president.<sup>2</sup> It still exists, having its meetings on the Tuesday morning of Commencement week. The class of 1821, in 1824, held the first triennial reunion, a practice followed by all subsequent classes, except 1858, which postponed it, on account of the rebellion, till 1865. Other especial reunions are still held at the sixth, tenth, fifteenth, twentieth, twenty fifth, and fiftieth anniversaries of graduation. The class of 1836 began the publication of triennial records, which custom other classes have followed. The class of 1844 started the practice of giving a silver cup to the first child born to a member of the class marrying after graduation. In 1848 it was given to a girl; but the class of 1849 decided it should be bestowed upon a boy, and the law has so remained.<sup>3</sup> The class of 1856 gave no cup, and 1885, having no child to which to give it, celebrated a "Malthusian Feast."

#### GROWTH OF THE SOCIETY SYSTEM.

The secret-society system at Yale is of at least as great importance as at any other college, and the honors it offers are, to many students in every class, more attractive than the honors of high scholarship.<sup>4</sup>

During President Day's administration the old literary societies flourished, not yet being affected by the Greek Letter fraternities or the growing class feeling. "Brothers," starting with the class of 1768, the first one recorded in the catalogue not according to its social rank, but according to the alphabet, soon got into friendly relations with its elder sister "Linonia." From 1801 onward for some years, all Freshmen were allotted alternately to the two societies. John C. Calhoun, however, insisted on going to Brothers, where most of the Southerners were, though he was allotted to Linonia. In 1830 open war began again, and every fall the assembled Freshman class was addressed by the respective presidents of the societies, with the so called "statement of facts," in which each society showed its superiority to the other. Until about 1840 the meetings, which were held on Wednesdays, at 8 p. m., were secret. The palmy period for these societies was the first third of this century, during which time the offices in them were fiercely sought for. From 1825 to 1840, when the faculty stopped the practice, they had exhibitions, plays, etc. Red was the color of Linonia and blue that of Brothers.

<sup>1</sup> Four Years at Yale, 425-460.

<sup>2</sup> Yale Book, I, 380, (G. E. Day).

<sup>3</sup> Four Years at Yale, 535-541.

<sup>4</sup> Thwing, American Colleges, 72.

On April 22, 1840, Linonia sent out an "appeal for a fire-proof building for the use of the society, to contain the library," and summoned a general meeting on August 17, when N. P. Willis read a poem. However, an arrangement was made by which the library was stored in one of the wings of the College Library Building. W. D. Bishop (Yale College, 1849) gave the society \$1,000 in 7 per cent railroad bonds, for Sophomore and Freshman prize debates. In 1858 a Senior debate was added and a Junior one in 1865.

The society aided in building Alumni Hall and was given a hall in the north part of the second story. This room, still called Linonian Hall, was adorned in 1858 with two life-size statues of Demosthenes and Sophocles, made by E. S. Bartholomew, in Rome. These were placed in the corners. In 1853 occurred the Centennial Celebration, which was very fine. W. M. Evarts ('37) delivered an address, and F. M. Finch ('49) read a poem in the North Church. After this there was a banquet in the newly-dedicated Alumni Hall.

The motto of Linonia was "Quiescit in perfecto." It issued three catalogues of members, in 1841, 1853, and 1860. Its library was one of its most beneficial features; in 1770 it had 100 books; in 1800, 475; in 1822, 1,187; in 1837, 5,581; in 1846, 10,103; in 1860, 11,300; in 1870, 13,300. The money to buy books, etc., came from the monthly dues, payable to the treasurer up to 1860, when the College assumed the duty of collecting the money, and assessed every student \$6, and after 1867 \$8, on the term bills. In 1867, when the College Reading Room was founded in South Middle, the expenses attendant on it were met by a society tax. Brothers in Unity had likewise a wing in the College Library for their books and a hall 50 by 25 feet and 25 feet high, the exact size of Linonia's in the south part of the second story of Alumni Hall, to which it also contributed. Over the President's desk was a picture in which Col. Humphreys, the founder, was the chief figure. Brothers contributed to the Pilgrims' Monument at Plymouth and started prize debates in 1853, completing the whole plan as Linonia did with prizes of \$20, \$15, and \$10. In old times, the alumni of these societies had reunions at Commencement and in 1868 Brothers had its Centennial Celebration. This was held in the North Church, at which place T. M. Clark ('31) gave an oration, and Theodore Bacon ('53) read a poem. This was followed by a social reception in the Art School Building. The celebration was inferior to Linonia's on account of the decay of the societies. Brothers' motto was "E parvis oriuntur magna." Brothers issued catalogues in 1841 and 1854. Its library numbered in 1781, 163 volumes; in 1808, 723; in 1825, 1,730; in 1835, 4,565; in 1846, 9,140; in 1851, 11,651; in 1870, 13,400. After gradual decay both the societies died in 1872. An attempt to revive Linonia was made in 1878; it languished a few years and died in 1881.<sup>1</sup>

<sup>1</sup>Four Years at Yale, 190-221.

In 1806 Thomas S. Grimké (Y. C., 1807) founded a third society, "Phœnix," which soon died, and in 1819 the "Calliopean Society," or "Calliope," was formed. It was started by Southern men because their candidate for president of Brothers had been defeated. It had at first 69 members, which number it never afterwards reached, but it lived on till 1853, drawing the Southern students. The middle room of the second story of Alumni Hall was allotted to Calliope, but it dissolved before its room was ready for occupancy. It had a library which numbered in 1819, 400 volumes; in 1831, 2,900; in 1840, 5,000; and in 1852, 10,000. The books were partly given to the College and partly sold, and with the proceeds two scholarships were founded. Its only catalogue was in 1839.<sup>1</sup>

In 1821 Prof. J. L. Kingsley founded a society,  $X \perp \theta$ , which seems at first to have been a rival of  $\psi B K$ . It was intended to compliment literary as distinguished from scholastic ability. It took one-fourth of the class and met fortnightly, at which times essays were read. It had a classical library of 100 volumes, which it later gave to the College. It died in 1844. As the editors of the "Lit" were generally members they revived it in 1868,<sup>2</sup> after which time its badge, a golden triangle, worn as a watch charm, was used exclusively by them for many years. In 1886 the "Lit" editors elected to the society several other Seniors of recognized literary ability, as they have done in each succeeding class; though, as sometimes the men are never even notified of their election, the whole affair is somewhat of a farce, and to-day the chief use of  $X \perp \theta$  is to mark the "Lit" editors.

In 1832, the present society system of class societies began with the founding of the august and sphinx-like Skull and Bones Society, whose gold badge is fashioned in the shape of the emblems from which the society takes its name. It has exercised an immense influence in Yale, and the fifteen men it takes from each Senior class are supposed to be selected for superlative excellence. In 1856, it built a hall on High street for \$25,000. This is a windowless, iron-doored, prison-like, brown-stone structure, whose interior is known only to the members of the society. The numbers 322 are on the badge and have some mysterious meaning. The society is incorporated as the "Russell Trust Association," taking name from Gen. William H. Russell (Y. C., 1833), an early member. In 1841, a rival society, now equal in rank, was formed on the same general plan—the Scroll and Key Society, popularly so called from the emblems forming its golden badge. It built a fine marble hall on College street in 1870. It is incorporated as the W. L. Kingsley Trust Association. From 1864 to 1868, a third Senior society, "Spade and Grave," existed, which was succeeded for 1869 by "Crown and Scepter."<sup>3</sup> A more successful attempt to found a third Senior society

<sup>1</sup> Four Years at Yale, 221-223.

<sup>2</sup> Four Years at Yale, 143-189.

<sup>3</sup> Four Years at Yale, 235-236.

was made in 1884, when the "Wolfshead Society" was formed and built an elegant hall of brownstone on Prospect street. This is more like a club house, with many windows, though these are not transparent. Wolfshead does not preserve the intense secrecy of the other societies and seems rapidly gaining in strength. In 1837,  $\Delta \Delta \Phi$ , first of the Greek letter fraternities, came to Yale. Three students came from Hamilton College, where the fraternity was founded, to Yale to form a chapter there. It was very successful for many years; but later, through internal dissensions and ill-success in college politics, it lost strength and was suspended in 1874.  $\Psi \Gamma$  was brought to Yale in 1838 by "Richelieu" Robinson from Union, where it was founded. The Yale Chapter,  $B$ , built a brick hall on High street in 1870. Its corporate name is the "Trumbull Trust Association." It has always drawn its membership from the Junior class and, so at Yale, has been a class society and not a four years' one, as at other colleges.  $\Delta \Delta \Phi$  was also a Junior society till just before its suspension. In 1843, the fraternity of  $\Delta K E$ , the largest in membership of all American College Fraternities, was founded at Yale. The mother chapter,  $\Phi$ , built a hall in 1861 on York street, much of the money therefor being given by Henry Holt, the publisher. It is also a Junior society and has as its corporate name "the Winthrop Trust Association."<sup>1</sup> The elections to  $\Psi \Gamma$  and  $\Delta K E$  were given at night with accompaniment of calcium lights, songs, etc., and furnished a weird picture. This custom was given up in 1893.

The Sophomores also have had societies:  $K \Sigma \Theta$ , the first, founded in 1838 by the class of 1841, perished through internal dissensions in 1858. It founded chapters at Wesleyan and Amherst, chapters now long dead.  $A \Sigma \Phi$ , founded in 1846, was abolished in 1864 on account of its character. This was the first action of the kind taken by the faculty. Chapters were founded at Amherst, Princeton, and Marietta, all of which are dead. These societies published annual fueillets,  $K \Sigma \Theta$ 's being the "Banger," issued from 1845 to 1850 and in 1852, and  $A \Sigma \Phi$ 's the Tomahawk from 1847 to 1851. These were chiefly abusive of each other. From  $A \Sigma \Phi$  sprang  $\Phi \Theta \Psi$  and  $\Delta B X$ ; these even sometimes wore the old pin. Their songs in Yale song books are almost the only traces of them remaining. They were abolished for their disorder in 1877, and the date of their abolition is still observed as a festival, at which a procession is formed and jokes are played on the Freshmen. These societies published song books, but no catalogues, and were chiefly feeders to the Junior societies.<sup>2</sup>

The first freshman society was  $K \Sigma E$ , founded in 1840 by Senator O. S. Ferry and others of 1844. It founded branches at Amherst, Troy Polytechnic, and Dartmouth, but all are now dead. A rival arose in 1845, in  $\Delta K$ , founded by members of 1849. This had chapters at Amherst, Dartmouth, Center College (Kentucky) North Carolina Uni-

<sup>1</sup> Four Years at Yale, 105-142.

<sup>2</sup> Four Years at Yale, 87-105.

versity, University of Virginia, and University of Mississippi; none of them survive. It issued a paper called the Battery in 1850. These societies had a mad hunt for Freshmen every fall, each striving to get the most men, and were abolished by the Faculty in 1880 on account of their tearing up a campaign banner of a political club during one of their festivities. They both issued statements of honors obtained by their members in order to induce Freshmen to join them.<sup>1</sup>  $\Sigma \Delta$  was a Freshman society from 1849 to 1860, with chapters at New York University and Amherst, and *I' N*, founded in 1855, by J. A. Twichell, and A. W. Wright of 1859, was non-secret and survived though often in a moribund state, till the fall of 1889. These societies intensified the already marked class feeling and induced men to endeavor to obtain membership.

#### PROFESSIONAL SCHOOLS UNDER PRESIDENT DAY.

During most of President Day's time, and till other schools drew away students, the Yale Medical School flourished. In sixteen years it had 349 graduates, the largest class of 41 members leaving in 1829. In 1821 it had a "cabinet of anatomical preparations and materia medica," and a botanical garden was to be established as soon as the funds of the college allowed,"<sup>2</sup> which they never did. In 1829 Dr. Smith died and three new professors were appointed, William Tully (Yale College, 1806), professor of materia medica and therapeutics, which post he held till 1841; Timothy P. Beers (Yale College, 1808), professor of midwifery, holding the office till 1856; and Thomas Hubbard, professor of surgery, continuing to lecture till his death in 1838. On Dr. Hubbard's death Dr. Charles Hooker (Yale College, 1820) was made professor of anatomy and physiology, which chair he held till his death in 1863, and the veteran Jonathan Knight was transferred to the chair of surgery, in the occupancy of which he died in 1864. Henry Bronson (M. D., 1827) was appointed Dr. Tully's successor in 1842, holding the post till 1860. In 1821, 1834, 1856, and 1866 the charter was revised by the legislature.<sup>3</sup> Chemistry was introduced as early as in any American medical college. The students attended at first the lectures on that subject given to the seniors and juniors in the academical department.<sup>4</sup>

From the foundation of the college there had been a class of resident theological students; but the Yale Theological School, as a distinct department, was founded under President Day. W. C. Fowler and S. B. Ingersoll (of 1817) began to study theology with Prof. Fitch, the college pastor, after graduation. The second term the number increased to 5, and later to 12. Prof. Kingsley taught them Hebrew, and Prof.

<sup>1</sup> Four Years at Yale, 7-86.

<sup>2</sup> Yale Book, II, 60-66; B. Silliman, jr.

<sup>3</sup> J. L. Kingsley, 32; Yale Book, II, 60-66.

<sup>4</sup> Yale Book, II, 79.



Goodrich elocution and the composition of sermons. In the early part of 1822, 15 of the graduating class petitioned to be organized into a theological class. The question came up whether instruction in theology should be given up or the means enlarged, so as better to correspond with the advance in theological learning. Prof. Fitch supported the application, and said one professor could not teach theologues and be college pastor at the same time, as the standards of theological education were being raised. The corporation voted to appeal for an endowment of \$20,000 for a new professorship to be called the Dwight professorship of didactic theology.<sup>1</sup> A condition of the subscribers was "that the professor should make the same profession of faith as President Stiles and President Dwight did at their induction into the presidency."<sup>2</sup> Nine thousand two hundred dollars of the endowment was lost in the failure of the Eagle Bank, but subscriptions came in so fast that \$27,612.44 was raised, and Rev. Nathaniel W. Taylor, who for ten years had been pastor of the First Church, New Haven, was chosen professor. Among the contributions were \$5,000 from Timothy Dwight, jr., \$1,666 from Prof. Fitch, \$750 and land worth \$1,250 from William Leffinwell, \$1,000 from Henry L. Ellsworth, of Hartford, Titus Street, and Cornelia Hubbard each; from Aristarchus Champion, of Champion, N. Y., \$1,590, and \$1,000 from a legacy of Mrs. Martha Denison, of Wilkesbarre, Pa.<sup>3</sup> Prof. Kingsley gave instruction in Hebrew and Prof. Fitch in New Testament Greek and criticism of sermons. The intention from the first was to have the department separate and to receive aid only from college professors, besides the professor of divinity, till the school had enough funds to have teachers of its own.

In 1824, J. W. Gibbs (Yale College, 1809) was employed to teach sacred literature, Greek, and Hebrew.<sup>4</sup> His salary was partly paid by his serving as college librarian.<sup>5</sup> An endowment of \$9,229.22 was secured for a professorship of sacred literature, of which amount Eleazer F. Backus and F. Toppan, of New York, each gave \$1,000.<sup>6</sup> On the endowment of the professorship, Gibbs was formally inducted into office in 1826. In 1839, Prof. Goodrich, who had taken a great interest in the school, was transferred to it as professor of the pastoral charge, continuing therein until his death in 1860. Profs. Taylor and Gibbs also served till their death, which occurred in 1858 and 1861, respectively. Prof. Taylor was the central figure of the school, blending the attributes of a philosopher and an orator with subtle, logical, and strong conceptions, and a vivid, clear, earnest, and impressive delivery. He had striking personality, with his dark lustrous eyes, and deep-toned<sup>o</sup> modulated voice, "rising at times to a strain of powerful and stirring eloquence." He had the courage of a soldier, but was also "gentle and

<sup>1</sup> J. L. Kingsley, 36; Yale Book, I, 128; College Book, 84.

<sup>2</sup> J. L. Kingsley, 36.

<sup>3</sup> Baldwin, Hist. of Yale.

<sup>4</sup> Yale Book, I, 128.

<sup>5</sup> College Book, 85.

loving as a child." Without malice, he loved his fellow-men. His intellectual fascination was great, there being "much more in the man than can be transferred to paper."<sup>1</sup> In 1828, he preached a "concio ad clerum" containing tenets many thought heretical. An earnest controversy arose, which resulted in the founding of the East Windsor (now the Hartford) Theological School, and which will be discussed more fully elsewhere. The beliefs of the two sides were known as "Taylorism" and "Tylerism," the latter taking its name from Rev. Bennet Tyler, the head of the conservative party.<sup>2</sup> Dr. Taylor defended himself in the *Christian Spectator*. President Porter characterizes the New Haven theology (so-called) as "a development of the independent but reverent spirit of theological reasoning, which was begun by the elder Edwards and popularized by President Dwight. Viewed in another aspect, it was an earnest attempt to introduce the ethical element into the defense and enforcement of the Christian system."<sup>3</sup> It has been said to be "like that of Baxter, midway between Calvinism and Arminianism." Dr. Bacon says of Dr. Taylor that "he loved discussion; but controversy, with its personal alienations, was what his soul abhorred."<sup>4</sup>

Prof. Fitch is characterized as having the disposition of a philosopher and poet. Prof. Gibbs was emphatically a scholar, "patient, accurate, thorough, and conscientious, cautious and skeptical in intellectual habit, but with a profound religious sense." Prof. Goodrich was a discriminating theologian, a cultured man, and versed in literature." His prominent characteristics were "enthusiasm of character, contagious fervor, practical tact, self-denying benevolence, and catholic spirit."<sup>5</sup>

Almost simultaneously with the founding of the theological school came the incorporation of Washington (now Trinity) College, Hartford. Probably through that fact, in May, 1823, adherence to the Saybrook platform was no longer required from instructors, and President Woolsey, becoming a tutor that June, is said to have been the first who was not obliged to take that test of orthodoxy.<sup>6</sup> It may be noted here that Wesleyan University was also founded during President Day's period of office, in 1831. The theological students, rooming first on the top floor of Old Chapel and then in Divinity College, had a great power in the whole college, through their enthusiasm.<sup>7</sup> Partly through this influence, several revivals of interest in religion occurred. There were fifteen of these in fifty-six years, those of 1821, 1831, and 1858 being the most noteworthy, though interest was especially shown in 1825, 1827, 1832, 1835, 1837, 1840, 1841, 1843, 1846, 1849, 1857, and 1866.<sup>3</sup>

The growth of the Divinity School was rapid, there being 600 students before Dr. Taylor's death. However, when the professors grew old

<sup>1</sup> Yale Book, I, 129 (G. P. Fisher).

<sup>2</sup> Yale Book, I, 139.

<sup>3</sup> Fifteen Years in Chapel, 17.

<sup>4</sup> Yale Book, I, 138.

<sup>5</sup> Yale Book, I, 130 (G. P. Fisher).

<sup>6</sup> Yale Book, I, 129.

<sup>7</sup> College Book, 85.

and the controversy died out, the students fell off in numbers, partly owing to the meagerness of the endowment.<sup>1</sup>

Dr. Sturtevant, president of Illinois College, who was a student under Dr. Taylor, says:

A more fervent faith in the truth and certain triumph of the Gospel has seldom existed in modern times than in the young men under Dr. Taylor's instruction. Those who distrusted Dr. Taylor's teachings feared that he was undermining fundamental Christianity. The impression he made upon his pupils was exactly the reverse of this. The enlightened and thoughtful that were feeling the influence of his teaching found themselves happily relieved from many philosophical difficulties, with which the Gospel had before seemed to them embarrassed and impeded. They were raised to a fervent and undoubting faith, which they had not before experienced in its truth, its capability of being successfully defended, and its power to overcome and save our country and the world.

In 1828 a band of fourteen theologues, known as the "Illinois band," went forth to Christianize that State. These men, the first organized association from an Eastern seminary to a Western State, founded churches and schools and Illinois College, and had "no small influence on the public school system of the West." During Dr. Taylor's lifetime a large proportion of every class, "moved by the example of these pioneers," followed their footsteps. These students and other alumni in the Northwest "make a constituency whose enthusiastic and grateful loyalty to their Alma Mater has helped to make Yale a truly national institution of learning."<sup>2</sup>

President Day's administration also completed the circle of the professional schools by the addition of the Yale Law School to the college in 1824. In the latter part of the eighteenth century, and the early part of the present one, Judge Charles Chauncey, "a lawyer of extensive practice," had a private law school in New Haven. Among other students were Judge Samuel Hubbard, of the Massachusetts supreme court, and Judge Wayne, of the United States Supreme Court. In the early years of this century, Hon. Seth P. Staples (Yale College, 1797) commenced a private law school. Early in his professional life he collected an unusually valuable library, and soon attained to large practice and high reputation. Samuel Hitchcock (Yale College, 1809) studied under him, and, after serving as a tutor at Yale from 1811 to 1815, assisted Mr. Staples in the school, and when the latter moved to New York, in 1824, took the school in connection with David Daggett, judge of the superior court. Mr. Staples died in 1861, aged 86; he stood in the front rank of his profession, especially in commercial and patent law. He was magnetic and, writing few lectures, was noted for his off-hand comments and illustrations.<sup>3</sup> As most of the students were Yale graduates, it was not a surprising innovation that their names were inserted in the college catalogue in 1824, though their connection with the college

<sup>1</sup> Yale Book, II, 23.

<sup>2</sup> College Book, 87.

<sup>3</sup> Woolsey, "Address at fiftieth anniversary."

was somewhat vague at first, the degree of LL. B. not being given until 1843.

In 1826 there were 10 students; in 1831 the number had increased to 44. In 1826 the professorship of law was revived, a small endowment was secured, and the professorship was named for Chancellor Kent. Judge Daggett was appointed to it, with the duty of occasionally lecturing to the seniors. Judge Daggett (Yale College, 1783) was a Federalist gentleman of the old school, always wearing knickerbockers and long stockings. He retired from office in 1848, and died in 1851. Prof. Hitchcock was "exact and precise, clear and copious."<sup>1</sup> He died in 1845, and Hon. W. L. Storrs (Yale College, 1814) succeeded him, holding office only a year. In 1842 Isaac H. Townsend, esq. (Yale College, 1822), was also employed in the law school, continuing in that connection till his death, in 1847.<sup>2</sup> Henry White taught in 1846 and 1847. In 1845 the law school library was begun by buying Judge Hitchcock's large private library, and in 1846 the law school was formally made a department of the college by vote of the corporation.<sup>3</sup> The old faculty either resigned or died about the time of President Day's resignation, and the first period of the law school's history was ended.

#### RESIGNATION AND DEATH OF PRESIDENT DAY.

After presiding over the college for twenty-nine years<sup>4</sup>, a longer period than any other man has done, President Day resigned in 1846. He outlived his resignation twenty-one years, and was a member of the corporation till within two months of his death. He died on August 22, 1867, aged 94 years. His funeral address was delivered by his successor, President Woolsey.<sup>5</sup>

#### SECTION V.—PRESIDENT THEODORE D. WOOLSEY (1846–1871).

We now come to modern history, for all of Yale's students feel the influence of this man, the greatest of Yale's great presidents, and to nearly every graduate the venerable form of this beloved man was a familiar sight about the college to which he devoted his life. On October 21, 1846, he was inaugurated president of Yale. He was born in New York City, October 31, 1801, the son of W. W. Woolsey, a merchant, and of a sister of the elder president Dwight. At his taking the chair of Greek in 1831, "he brought with him from his studies in Germany an ample acquaintance with the new philology, a refined and

<sup>1</sup> Woolsey, "Address at fiftieth anniversary of the law school."

<sup>2</sup> Dexter, Yale University, 74.

<sup>3</sup> Woolsey, "Address at fiftieth anniversary."

<sup>4</sup> In all he was connected with Yale 69 years. It was a day of long professorships, Silliman held his for 51 years, as did Knight, and J. L. Kingsley for 50 years, C. A. Goodrich 43 years, N. W. Taylor 36, E. T. Fitch 25. Average to 1886 for President's term was 16½ years, and for the 132 professors to that date 16.7 years. (Dexter, Yale University, 9, 78, 98.)

<sup>5</sup> Yale Book, I, 146.

genuine literary and æsthetic taste, and an active and fervid love of goodness and abhorrence of evil." <sup>1</sup> During his professorship he issued editions of Greek texts, which are still in use. These were the *Alcestis* in 1833, the *Antigone* in 1835, the *Electra* in 1837, the *Prometheus* in the same year, and the *Gorgias* in 1842. <sup>1</sup>

At President Day's retirement from office, Woolsey only was thought of as successor, and so he became president, though at first reluctant to take the office. He had been licensed to preach in 1825; but was not ordained until the day of his inauguration. He had studied not only theology but also law under Charles Chauncey, of Philadelphia, and, "judged by the highest standards, he was a ripe and finished scholar." <sup>2</sup> He had already won distinction and had done good service, not only to the college, but also to the cause of classical education throughout the country, by the new interest in Greek he had excited. He endeavored, at once, on taking the presidency, to quicken the desire for learning and founded, by the gift of \$1,000 in each of four successive years, scholarships called the Woolsey scholarships, to be held by the student in each Freshman class passing the best examination in Greek, Latin composition, and algebra, and tenable by him throughout his course, provided he took calculus in the junior year. To make scholarship more thorough, he instituted biennial examinations in writing, those terrible bugbears of some thirty years ago. Previously, the senior year had been the easiest of the four; he made it one of the most laborious and profitable. He himself gave the seniors instruction in history, political science, and international law, in the last of which he was a recognized American authority. From the "example of this laborious and conscientious scholar" the students obtained a "higher conception of the nature of true scholarship." <sup>3</sup> For some years before he became president he, with some of the faculty, encouraged students to become post graduates in New Haven, and the founding of the now famous Scientific School is nearly contemporaneous with his inauguration. The Art School was also founded in his administration, and his article in the *New Englander* in 1866 proposed the solution of the problem by which the alumni obtained representation on the board of trustees. <sup>4</sup> He was very popular with the students, whom he ever strove to make, quoting his own words, "manly, truthful, honorable, able by their strength of principle to resist the debasing influences that are abroad in the land," in a word, that they might be "Christian gentlemen" <sup>5</sup> His administration was especially marked "by bringing the whole body of students under the influence which proceeded from a broader culture than any to which they had been subjected before."

At the time of his resignation it was said of him that "the atmosphere of his presence was a place where superficial acquisition, conceit

<sup>1</sup> Yale Book, I, 141.

<sup>2</sup> Yale Book, I, 147.

<sup>3</sup> Dexter, Yale University, 65.

<sup>4</sup> College Book, 92.

<sup>5</sup> Closing sentence of address at President Porter's inaugural, 18.

of knowledge, and the mere ability to use the tongue glibly, when there is nothing valuable to communicate, could not flourish."<sup>1</sup> President Porter, his successor, said of him:

As a scholar, President Woolsey is distinguished for the exactness of his knowledge, the extent of his erudition, and the breadth and sagacity of his judgment; as a teacher, for the glow of his imaginative and ethical spirit, and for the rigor of his impartiality in searching after and imparting the truth; as a theologian, for the extent of his biblical knowledge, the catholicity and candor of his childlike faith; as a friend, for the warmth and endurance of his attachments; and as a man, for the rare assemblage of qualities, which have secured to him an enviable place in the love and respect of his generation. Few men have been more distinguished in this country for eminence in so great a variety of departments of scholarship and culture, and few men have secured for themselves the solid respect of so great a number of their countrymen for high personal and moral excellence.

In 1850 he delivered an historical address at the one hundred and fiftieth anniversary of the college, which is excellent authority for the early history of Yale. His famous "International Law" appeared in 1860, and his scarcely less famous "Essays on Divorce" in 1869. He has been called "the ideal academic man in character, work, and relation to his times and the public." He loved the true and sincere, and hated shams, "and was full of broad human sympathies and the courtesy and instincts of a gentleman." "His English style was remarkable for force and purity, both in conversation and in his writings." His published sermons are marked by "limpid, pure, direct simplicity of diction."<sup>2</sup> Guileless and gentle, he could be stern on occasion, and was a born leader of men. His sane and well-balanced mind has been surpassed "in breadth and elegance of scholarship, in purity of taste, in clearness of thought and precision of style" by no American college president, nor have any of them equaled him in the ability to govern.<sup>3</sup> He laid the foundation and if Yale is to-day a grand university drawing students from the most widely separated parts of the country, it is due to Woolsey more than to any other man. The completeness of his work makes its magnitude difficult to realize, and his complete absence of self-assertion has not made his personality stand out as strongly as it deserved. His self-restraint did not come from timidity or lack of strength of character, but from such great strength and nobleness that he could afford to be self-forgetful.<sup>4</sup> But we can not be forgetful of him, and every Yale student feels his influence and will do so till the end of time.

President Dwight, in his report<sup>5</sup> for 1889, speaks of President Woolsey as "a true teacher influencing those he taught by his character and learning, as well as by his daily instructions. He was a grand

<sup>1</sup> Yale Book, 148: "There are few men in the world who have done more to make shams intolerable and to make simplicity and honesty and integrity precious and honorable than has been done by this good and useful man."—Scribners, III, 246.

<sup>2</sup> Independent, July 4, and 11, 1889.

<sup>4</sup> N. Y. Evening Post, July, 1889.

<sup>3</sup> N. Y. Tribune, July 2, 1889.

<sup>5</sup> Report for 1889, 5.

man, exhibiting in all his life the righteousness and truth of a Christian manhood. He accomplished a great work, but he was in himself more than he was in his working. It was a privilege to know him, and it is an inspiration to remember his pure and true and holy life."

## NEW PROFESSORSHIPS.

Rev. Noah Porter, who followed Dr. Woolsey in the presidency, was one of the first professors appointed by him, taking the Clark professorship of moral philosophy and metaphysics in 1847. The endowment for this chair had been accumulating since 1823.<sup>1</sup> President Porter held this chair until his death. He was born in Farmington, Conn., in 1811, graduated from Yale in 1831, and at the time of his assuming the professorship was engaged in preaching. The next year James Hadley was made professor of Greek, and held the position till his death in 1872. He was a man of great scholarship, and the Greek grammar he prepared is one of the most widely used. In 1863 he had a worthy assistant given him in Lewis R. Packard (Yale College, 1856), who continued at his post till his death in 1884.

The old Professorship of Divinity was filled, after Prof. Fitch's retirement from active service in 1854, by the appointment of Rev. George P. Fisher. He relinquished the College pastorate in 1861 to take the Professorship of Ecclesiastical History in the Divinity School, which he now holds. His writings in his field have given him a wide and honorable reputation. In the College pastorate Rev. William B. Clarke served from 1863 to 1866 and Rev. Oliver E. Daggett from 1867 to 1870.

Prof. A. D. Stanley dying in 1853, two years later Herbert A. Newton (Yale College, 1850) was appointed his successor as Professor of Mathematics. He now holds the position, and is one of the foremost scientists of the country.

Prof. Olmsted died in 1859, and a year later Prof. Charles Loomis (Yale College, 1830) was called to fill his chair of Natural Philosophy and Astronomy. He continued in that position till his death, August 15, 1889. He was a solitary and eccentric man, but one of great learning and power of research, the titles of his scientific papers exceeding 100 in number. He was professor at Western Reserve College 1836 to 1844, and then at the University of New York till 1860. His mathematical text-books achieved vast success, having been translated into Chinese and Arabic. Over 500,000 copies of them have been sold. His favorite study was meteorology, in which he was probably unsurpassed. At his death he gave his property to the College to be used for his favorite sciences. In 1850, James D. Dana (Yale College, 1833) was made Professor of Geology, and in 1864 Mineralogy was added to his chair. In early life he was on the United States Exploring Expedition which circumnavigated the world, and his manuals on Geology and kindred subjects are standard authorities.

<sup>1</sup> Dexter, Y. U., p. 65.

In 1863, to fill the vacancy occasioned in the chair of English Literature by the death of Prof. Larned, Cyrus Northrop (Yale College, 1857) was chosen. He left in 1884 to become President of the University of Minnesota and has built up a great institution in the Northwest.

In 1854, William D. Whitney, who is one of the most distinguished Oriental scholars in the world, was made Professor of Sanskrit, to which Comparative Philology was added in 1870. Othniel C. Marsh (Yale College, 1860) was made Professor of Paleontology in 1866. Augustus R. Street (Yale College, 1812) the founder of the Art School, endowed a Professorship of Modern Languages in 1864, and Rev. Edward B. Coe was appointed. In 1867 he began teaching, taking the place formerly filled by temporary teachers, mostly foreigners. In 1879 he retired to assume a New York pastorate.<sup>1</sup>

In 1865, B. M. C. Durfee endowed a Professorship of History, and A. M. Wheeler (Yale College, 1857), the present incumbent, was appointed.<sup>2</sup> The Yale College, "considered as a society of scholars," grew.<sup>3</sup>

#### ALUMNI IN THE CORPORATION.

After 1792 the only change in the College charter was that, with the adoption of the State Constitution in 1819, the six senior assistants were changed for six senior senators. In course of time these senators came to attend very irregularly, as they cared but little for their office. So it came to pass that discontent arose. Furthermore, the alumni began to complain that they had no voice in the management of the institution. Therefore, on July 21, 1869, the alumni meeting appointed Dr. Mah Porter, William M. Evarts, C. J. Stillé, Alphonso Taft, and Franklin W. Fisk a committee to consider what change, if any, is desirable in the Corporation. They advised that the State be requested to give up the privilege of having the six senior senators on the board, and that six graduates of Yale be elected, one each year, to take their place, though the committee were not unanimous in advising any change. The report stated that—

The general harmony of the councils of Yale College, its steady adherence to a uniform course of policy, with but little public debate or agitation, its undemonstrative, but quiet, advance, in conformity with the changing demands of the age and the progress of learning and science, are owing to the fact that its president, its faculties, and its corporation have acted together in harmonious concert and with united energies.

This report was adopted, recommended by Governor Jewell in his annual message to the legislature, and approved by it.<sup>3</sup> In 1872, Alphonso Taft, William M. Evarts, William B. Washburn, Henry B. Harrison, William Walter Phelps, and Joseph E. Sheffield were chosen the

<sup>1</sup> This resignation was the first one in the Academical Department since 1801. Yale in 1879, p. 3.

<sup>2</sup> Dexter, Yale University, p. 65.

<sup>3</sup> Nation, 12, 355 (D. C. Gilman).



first alumni members by the body of graduates, all above five years' standing being given a vote. The corporation is now so constituted and is satisfactory to the great majority of graduates. Efforts for a further change have been thoroughly discountenanced by the sober common sense of the alumni, who observe the marvelous progress of the college under the present management. To the ministerial portion of the corporation too high praise can not be given.

It is a judicious and progressive body. The history of Yale College is one of the wonders of the land; how a few country ministers, robbing their scanty book shelves for material with which to found a college, have built up a national power; how a few country ministers, with their scanty funds, have not only kept the college out of debt and out of discredit, but have made it a beacon light of truth and learning from Maine to California; how a few country ministers have attracted to their graceless barracks and their ill-ventilated lecture rooms scholars from every State in the Union, from every walk in life, from every denomination of Christians, and have fitted those scholars to shine on the bench, in the pulpit, and in the inventor's laboratory, in the editor's chair, in the Senate, in the Cabinet, and in the world of letters. All this, I say, is a wonder of wonders to those who are not mindful that the country ministers of Connecticut are a wise, a self-sacrificing, a sagacious, a learned, and a public-spirited body of men.<sup>1</sup>

#### INCREASE IN FINANCES.

Yale's finances have never been superabundant, yet the wise and far-seeing conduct of the administration has been so admirable that the money at hand, though never ample, has always been made sufficient by some means or other. Though we may not quite admit that "if man's achievements are to be judged according to the means placed at his disposal," the past managers of the college must be looked upon as prodigies of worldly wisdom and executive ability, for their doings were really little less than marvellous; still we must feel the truth of this, that "in the whole history of the institution there seems never to have been an expense incurred which was not absolutely necessary and which did not produce the needed return." The funds grew slowly.<sup>2</sup> Charles Astor Bristed (Yale College, 1839) established a scholarship open to the sophomore or junior passing the best examination in classics and mathematics, yielding about \$125 and tenable till the end of the third year after graduation. In 1859, Henry A. Hurburt, of New York, gave \$1,000 for the one standing second in the examination for the Woolsey scholarship, already mentioned, and Charles M. Runk (Yale College, 1845), of Allentown, Pa., in 1865, gave the same amount for the third freshman scholarship, given for work in the same examination. In 1859, Rev. William A. Macy (Yale College, 1844), of Shanghai, China, left \$10,000 for a graduate scholarship, tenable for three years. In 1858, Hon. Henry L. Ellsworth (Yale College, 1810) left a legacy for the benefit of students preparing for the ministry. This fund became available

<sup>1</sup> D. C. Gilman, *New Englander*, 28, 302.

<sup>2</sup> *Four Years at Yale*, 704.

in 1876 and now amounts to over \$56,000. In 1854, a bequest of \$10,000 from Thomas Harmer Johns (Yale College, 1818), of Canandaigua, N. Y., furnished income for six scholarships of \$100 a year, for deserving students of small means. In 1850, David C. De Forest (Yale College, 1823) gave \$5,000, which accumulated till it amounted to \$20,000. The income was to be used as follows: The corporation should "procure to be made annually a gold medal of the value of \$100, to be denominated the De Forest prize, with such inscription as the president shall direct, to be given to that scholar of the senior class who shall write and pronounce an English oration in the best manner on some day, either in the month of May or June of each year."<sup>1</sup> This prize was first given in 1852; it is now granted to the best one of the Townsend prize speakers and is regarded as one of the very highest and most desired honors of the college course.

In 1854, a fund of \$106,390 was raised, of which about \$70,000 went to the Academical Department. This enabled the corporation to raise professors' salaries, which had remained the same since 1817,<sup>2</sup> when they were made \$1,100. The increase in 1854 was to \$1,800, and this sum was gradually increased until \$3,000 was reached in 1871.<sup>3</sup>

In 1863, Hon. S. B. Chittenden, sr., of Brooklyn, N. Y., gave \$40,000 to the professorship of divinity, making it at the time the best endowed chair in the University. The endowment of a professorship of modern languages by Augustus R. Street has already been spoken of. Prof. E. E. Salisbury endowed the professorship of Sanskrit with \$50,000, and Austin Dunham, of Hartford, gave \$10,000 for a professorship of Latin language and literature.<sup>4</sup>

In 1867, W. W. De Forest, of New York City, left \$2,000, the income of which is given to a senior "who has attained distinction in the study of French, if he study in modern languages for a year after graduation."

#### GROWTH OF THE LIBRARY.

In 1849, the library received \$5,000 from Addin Lewis (Yale College, 1803), of New Haven. Prof. J. L. Kingsley gave \$500 in 1850 for the same purpose, and Mrs. William A. Larned gave \$1,100 in 1861 for a library of music. In 1867, Dr. Jared Linsley, of New York, gave \$5,000, the income to go for the purchase of books in modern languages, and to this was added the fund given by Noah Linsley in 1817.<sup>5</sup> In 1869 and 1870, Hon. Alphonso Taft gave \$2,000. In 1869, Prof. Salisbury gave a valuable Oriental library of nearly 4,000 volumes, and endowed it with \$6,000 for the purchase of more books.<sup>6</sup>

The books in the whole library had increased to 38,000 in 1860 and to 55,000 in 1870.<sup>7</sup> In 1861, President Woolsey gave his Greek library of

<sup>1</sup> Yale Lit. Mag., 25, 369.

<sup>2</sup> Dexter, Yale University, p. 84.

<sup>3</sup> Nation, 12, 379.

<sup>4</sup> Yale Book, 1, 195 (H. C. Kingsley).

<sup>5</sup> Yale Book, 1, 185 (A. Van Name).

<sup>6</sup> He has since given \$2,000 for the same.

<sup>7</sup> Dexter, Yale University, p. 59.



INTERIOR OF QUADRANGLE—YALE UNIVERSITY.



DURFEE COLLEGE AND ALUMNI HALL—YALE UNIVERSITY.

over 1,000 volumes.<sup>1</sup> In 1858, Daniel C. Gilman was made librarian, after having been assistant for two years. He was succeeded by Addison Van Name, the present librarian, in 1865. In 1867, Franklin B. Dexter was put in charge of the card catalogue, and in 1869 was made assistant librarian (a position he now holds).

#### NEW BUILDINGS: ALUMNI HALL, FARNAM AND DURFEE COLLEGES.

In the summer of 1852,<sup>2</sup> Alumni Hall was begun and finished the next year. It cost \$24,477.85, of which the Linonian and Brothers in Unity societies gave \$11,000. It was designed to furnish rooms for examinations (made necessary by the new system of biennials<sup>3</sup>), for alumni meetings, and for those societies. The lower hall is also used for the senior promenade at commencement, and the junior German in midwinter, and was at the time of erection the largest room in America with ceiling unsupported by columns and having rooms occupied above it. It is a castellated Gothic structure of red sandstone, having two cheap-looking wooden battlemented mediæval towers, with tortuous corkscrew staircases.<sup>4</sup>

In 1862, the need of a new dormitory was suggested to Henry Farnam, and, in 1864, he offered \$30,000, which he doubled in 1867. The building was completed in 1869, and cost in all \$126,634.79.<sup>5</sup> This building was the first conscious movement towards altering the old plan of the campus.

In 1868 the question came up whether it would not be better for the college to move to the suburbs on account of the rise of the value of land in the center. A site of some 50 acres was proposed near the observatory building, but the plan was given up because of the impracticability of equipping the college in the new situation. Therefore, in endeavoring to economize space on the college campus it was determined to make a hollow quadrangle with buildings on all sides and in due time to tear down the "old brick row." Farnam College, built of brick with facings of Tuckahoe River blue stone, was the first building designed for the quadrangle, though Alumni Hall, the Library, and Art School were already erected on the west border of the campus and easily fell in with the plan.

In the spring of 1870 another dormitory given by Bradford M. C. Durfee, and hence bearing his name, was begun on the north side of the campus. It is built of rough-dressed New Jersey sandstone, is four stories high, and measures 181 feet by 40.<sup>6</sup> It has accommodations for forty students and is considered one of the most attractive dormitories.

<sup>1</sup> Yale Book, I, 186.

<sup>2</sup> Yale Book, I, 488, W. L. Kingsley.

<sup>3</sup> Annuals were substituted in 1868 and semiannuals in 1884.

<sup>4</sup> Scribner, II, 777.

<sup>5</sup> Yale Book, I, 490 (N. Porter).

<sup>6</sup> Yale Book, I, 493 (A. M. Wheeler).

## WINCHESTER OBSERVATORY.

In 1858 Mrs. James Hillhouse and her daughters<sup>1</sup> gave Yale 6 acres of land north of O. F. Winchester's house, on Prospect street, for an observatory. The telescope in the tower of the Athenæum, previously used and given by Sheldon Clark in 1830 to replace one lost at sea in 1822, had done good service, and through it Halley's comet was seen by Professors Olmsted and Loomis weeks before any European observations were known in America.<sup>2</sup>

In 1866 an equatorial telescope made by A. Clark & Sons was put on South Sheffield Hall. It has a 9-inch aperture and a focal length of 9 feet 10 inches, having eyepieces with magnifying powers of from 40 to 620. In the west tower of the same building is a meridian circle, formerly in the Naval Academy and bought of the United States. In 1871 Mr. O. F. Winchester wrote to the corporation offering to buy the 32 acres adjoining the site given by Mrs. Hillhouse and apply the whole 38 acres for an observatory for astronomical and physical purposes. He deeded this tract, which cost him some \$100,000 to the trustees of the Winchester Observatory and also gave a flint glass of 29 inches diameter. Mr. Jacob Campbell, of New York, gave four 10-inch disks. The trustees were to improve and sell the land (so much as was not needed) for the benefit of the observatory. This was the first gift to Yale to endow research, rather than to furnish educational facilities.<sup>3</sup> In 1882 part of the observatory as intended was built and an equatorial telescope given by Edward M. Reed and a valuable heliometer were added to the instruments.<sup>4</sup> The horological bureau is one of the most valuable parts of the observatory. By it standard time<sup>5</sup> is furnished and certificates as to the running of watches and clocks are given. Thermometers are also compared there with standard instruments.

## PEABODY MUSEUM.

In October, 1866, George Peabody, the well-known philanthropist, gave \$150,000 for a museum of natural history, especially geology, zoölogy, and mineralogy. A board of trustees was appointed and the corporation was to give land free for the building. Of the gift, \$100,000 were to go at once for a fire-proof building, \$20,000 were to accumulate till they became \$100,000 and then to be used for an additional building, and the remaining \$30,000 were for the endowment. Three-sevenths of that was to go for geology, three-sevenths for zoölogy, and one-seventh for mineralogy. Originally it was intended to place the building on

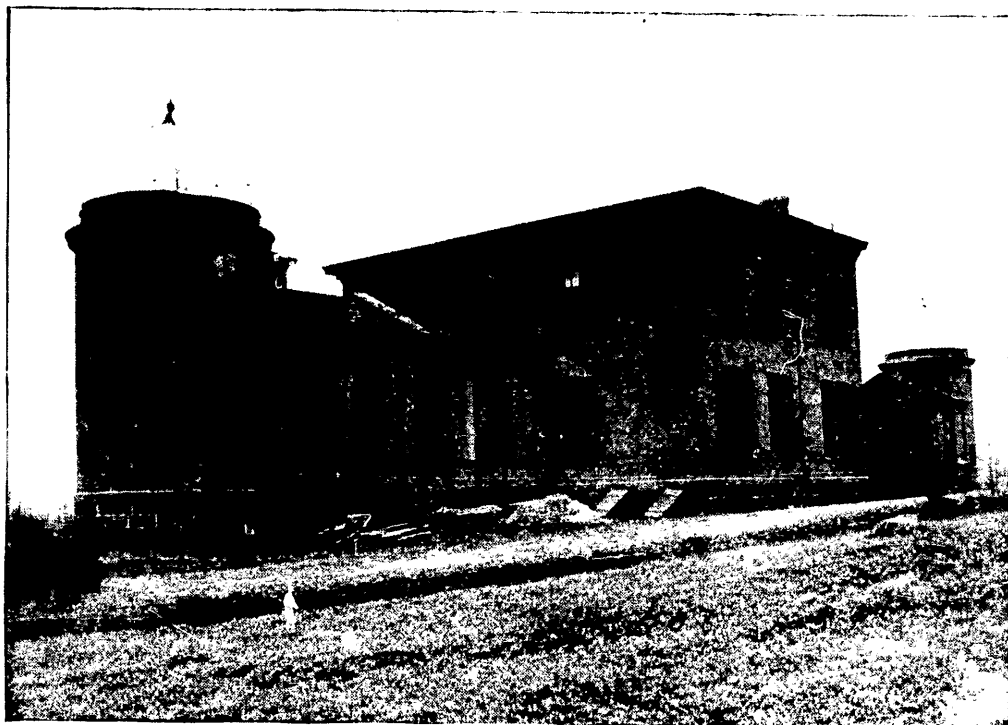
<sup>1</sup> Yale Book, II, 197 (H. A. Newton).

<sup>2</sup> Yale Horological and Time Bureau. Scribner's, 21, 483; Harper's, 49, 530.

<sup>3</sup> Yale Book, II, 197.

<sup>4</sup> Dexter, Yale University.

<sup>5</sup> Connecticut was the first State to authorize the furnishing of standard time to railroad stations, in 1881 (Yale in 1881, p. 33).



WINCHESTER OBSERVATORY—YALE UNIVERSITY.



PEABODY MUSEUM—YALE UNIVERSITY.

Chapel street, east of the Art School. In 1874 the site was changed for the present one, corner of High and Elm streets. The present building, designed to be the north wing of the completed structure, was begun in 1874, finished in 1876, and cost, with cases for specimens, \$170,000. It is 115 by 100 feet and is built of brick with cut-stone trimmings, having three stories of 18 feet each and a high basement and attic. In the basement are the work rooms and those for the collection of fossil footprints. The first floor has a large lecture room and the mineralogical collection, the finest in the country. The second floor has the collections in geology and palæontology; the third, those in zoölogy and osteology; the fourth, those in archæology.<sup>1</sup> The collections had previously been kept in the upper story of the cabinet. In mineralogy, in addition to the famous Gibbs cabinet previously mentioned, the cabinet of R. D. Perkins, of England, was bought for \$1,000 in 1807. In 1843 Baron Lederer, the Austrian consul-general to the United States, sold Yale his cabinet for \$3,000. In 1872 Joseph Sampson, of New York, bought for Yale, for \$3,000, the collection of pseudomorphs formerly owned by Prof. Blum, of Heidelberg, and the basis of his work on that subject.<sup>2</sup> In geology and palæontology, Prof. Marsh has gotten together a collection, of which Prof. Huxley said, as far back as 1876:

I can truly and emphatically say that, so far as my knowledge extends, there is nothing in any way comparable, for extent, or for the care with which the remains have been got together, or for their scientific importance, to the series of fossils which Professor Marsh has brought together.

From 1870 to 1875 he led the so-called "Yale Scientific Expeditions," under authorization from the United States, making many important discoveries in the far West.<sup>3</sup> In zoölogy the collections of Prof. A. E. Verrill are very fine,<sup>4</sup> and the collection in archæology, begun by Prof. Marsh in 1866, gained prominence from the time an assistant was appointed for it in 1877.<sup>5</sup>

#### THE THREE PROFESSIONAL SCHOOLS.

Yale has developed in two ways, it has unfolded within itself and has thrown off vigorous shoots in the shape of special departments.<sup>6</sup> The oldest of these, the Medical School, though hampered by lack of funds, did good work. In 1865 a laboratory was established in the Medical School, and in 1877 there was an entire course of chemical instruction there, the laboratory being well fitted up. The faculty has been a self-denying one and the founding of the State hospital is greatly due to their efforts.<sup>7</sup> In 1859 the old building was sold to Mr. Sheffield for the Scientific School, and a year later a new three-story brick college was built on the west side of York street, between Chapel

<sup>1</sup> Yale Book, II, 178 (O. C. Marsh).

<sup>2</sup> Yale Book, II, 183 (E. S. Dana).

<sup>3</sup> Yale Book, II, 187 (George Bird Grinnell).

<sup>4</sup> Yale Book, II, 193 (A. E. Verrill).

<sup>5</sup> Yale Book, II, 195 (C. H. Farnam).

<sup>6</sup> Scribner, XI, 773.

<sup>7</sup> Yale Book, II, 79.

and Crown. In 1852 the fund was increased to \$14,450, and later Dr. John De Forest, of Watertown, gave \$5,000. The last of the old faculty, Prof. Knight, died in 1864. In 1852 Dr. Worthington was appointed to Dr. Ives's old chair of the theory and practice of medicine. Dr. Ives became professor of materia medica and therapeutics and died 1861). Dr. Worthington died in 1867 and was succeeded by Dr. Charles L. Ives, who held office till 1873. Dr. Francis Bacon took Dr. Knight's place in 1864 and retired in 1877.

In obstetrics, following Prof. Beers, Dr. Pliny A. Jewett was professor from 1856 to 1863 and was succeeded by Dr. Stephen G. Hubbard, who retired in 1880. The chair of anatomy and physiology was filled, after Dr. Charles Hooker's death, in 1863, by Dr. Leonard J. Sanford, who retired in 1888. Dr. Bronson, professor of materia medica and therapeutics, dying in 1860, was succeeded by Dr. Charles A. Lindsey, who resigned in 1883. In 1867 Dr. Moses C. White was made professor of pathology and microscopy, and still holds the chair. Prof. Benj. Silliman, sr., taught chemistry in the Medical School till 1853, when his son succeeded him, to continue at work till his death, in 1885. In 1867 Dr. George F. Barker was made professor of physiological chemistry and toxicology.

The number of students was small and rather decreased owing to opening of other schools.

The Divinity School lost its old faculty during President Woolsey's time. In 1858 Dr. Taylor died, two years later Prof. Goodrich, and in 1861 Prof. Gibbs also died. A new era began with the appointment in 1858 of Rev. Timothy Dwight (Yale College, 1849), now president of the University, as assistant professor of sacred literature. In 1861 Rev. J. M. Hoppin was made professor of homiletics, which place he held till 1879. Rev. G. P. Fisher was transferred from the college pastorate to the chair of ecclesiastical history, and Henry H. Hadley (Yale College, 1847) was made professor of Hebrew. The latter remained only a year, and after Hebrew had been taught by Addison Van Name for four years, Prof. George E. Day was called from Lane Seminary in 1866 to take the chair of Hebrew, which he now holds in connection with that of biblical theology. In 1866 also, Rev. Leonard Bacon, retiring from the active pastorate of the Center Church in New Haven, assumed part of the work in theology. During this period President Porter also taught in the Divinity School. In 1871 Rev. Samuel Harris, D. D., then president of Bowdoin College, was called to the chair of systematic theology, of which he is the present incumbent. This caused Dr. Bacon to cease instruction in theology and to lecture instead on church polity and American church history, which he did till his death in 1881, full of years and honors.<sup>1</sup> The school, owing to various causes, was small and did not flourish till toward the end of Woolsey's administration. Then in 1866 a movement was made for a new building. This,

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<sup>1</sup> Dexter, Yale University.



through the beneficence of the friends of the school, was so successful that the corner stone of the present East Divinity Hall was laid September 22, 1869, and the building was ready in a year.<sup>1</sup> It stands on the corner of College and Elm streets, and contains lecture rooms and rooms for the students. In 1871 Frederick Marquand, of Southport, Conn., well known for his generosity, built a chapel at a cost of some \$20,000, to the west of East Divinity and communicating with it. About the same time Henry Trowbridge, of New Haven, gave a fund of \$2,500 for a reference library for the department.<sup>2</sup> In 1871 Henry W. Sage, of Brooklyn, founded the Lyman Beecher lectures on preaching, endowing them with \$10,000. These lectures are delivered every winter by the most prominent clergymen of the country. For the erection of the new theological buildings,<sup>3</sup> W. E. Dodge, S. F. B. Morse, Aaron Benedict, and Daniel Hand each gave \$10,000. In 1868 Samuel Holmes, of Montclair, N. J., gave \$25,000 for the endowment of the professorship of Hebrew, provided the new building be put up.<sup>4</sup> Augustus R. Street left \$47,855 for the endowment of the professorship of ecclesiastical history, and Governor William A. Buckingham gave \$30,000, which endowed the chair of sacred literature. There were other gifts in President Woolsey's time. Prof. Goodrich gave \$10,000; Benjamin Hopkin, of Providence, \$15,000; Miss Lucretia Deming, of New York, \$5,000; W. Burroughs left \$10,000; David Smith, of Norwich, gave \$5,000; Rev. Charles Nichols, of New Britain, \$3,000; W. W. DeForest, of New York, \$5,000; Rev. David Root, \$14,500, and J. B. Beadle, \$5,000.<sup>5</sup> In 1867 the connection of the department with the college was made more clear by the granting the degree of bachelor of divinity to its graduates.

The third professional school, that of Law, flourished for some time under Profs. Clark Bissell and Henry Dutton, who were both appointed in 1847. They were both governors of the State. Governor Bissell retired in 1855 and was succeeded by Thomas B. Osborne, who himself retired in 1865. This left Governor Dutton the sole professor, and with his increasing years the school diminished in numbers and nearly perished, when Governor Dutton's death in 1869 left it without an instructor. Thus, as the second period in the life of the school began with President Woolsey's administration, it also ended with it.<sup>6</sup>

<sup>1</sup> Five stories above cellar; rooms for about 60 (Yale in 1870, 13).

<sup>2</sup> Yale Book, II, 26 (G. P. Fisher).

<sup>3</sup> Yale Book, I, 196 (H. C. Kingsley). The Broadway Tabernacle, New York, gave \$15,900; Clinton Avenue Church, Brooklyn, \$3,700; officers of Yale, \$5,000, and citizens of New Haven, \$16,900 (Yale in 1869, 11).

<sup>4</sup> Yale Book, II, 51 (G. E. Day).

<sup>5</sup> Yale Book, I, 196 (H. C. Kingsley).

<sup>6</sup> Dexter, Yale University, 74.

## POST-GRADUATE INSTRUCTION.

The fact that Woolsey, as a professor, had graduate students has been mentioned, and Prof. Thacher in 1843 "advocated the establishment of a system of advanced instruction for graduates which should furnish them opportunities for continuing their studies beyond what was possible within the limits of the four years' course of the college." Prof. Silliman, sr., also had graduate students in chemistry, and his son in 1842 opened a private school in the college laboratory.<sup>1</sup> In 1841 E. E. Salisbury was made professor of Arabic and Sanskrit, without salary, and in 1846 professorships of agricultural chemistry (for which a small endowment was partially promised) and of applied chemistry were founded.<sup>2</sup> In August, 1847, a committee of the faculty recommended a graduate department, and instruction was formally begun that fall. In 1852 the degree of Ph. B. was offered for two years' study, but as most of those who desired to study the more strictly scientific branches had not had a college training that degree was limited to students in the Scientific School in 1860. In the same year the department of philosophy and the arts was made complete in its present shape by the establishment of the degree of Ph. D. for B. A.'s with two years' post graduate study. In 1861 this degree was taken by Eugene Schuyler, James N. Whiton, and Arthur W. Wright. Prof. Salisbury retired in 1856 and endowed with \$50,000 in 1870 the Sanskrit chair, which Prof. Whitney holds.

## THE SHEFFIELD SCIENTIFIC SCHOOL.

At the time of President Woolsey's death it was said: "The most important educational event of the century in America probably is the foundation, under his presidency, of the Sheffield Scientific School of Yale University."<sup>3</sup> It sprang from the efforts of two men, Benjamin Silliman, jr., and John P. Norton, to advance the cause of science in the United States. Mention has already been made of the private school opened in 1842 by Prof. Silliman in the laboratory. He fitted up the laboratory at his own expense, and for some time had no funds but \$300 from a friend. Among the students were John P. Norton and T. Sterry Hunt. Up to this time no provision for the advanced teaching of chemistry was made anywhere in America, and in this little laboratory was the germ of the Sheffield Scientific School. The College took no notice of this school and its members were not catalogued.<sup>4</sup>

John P. Norton, after leaving the school, went to Europe, to study chemistry in Edinburgh. In 1846 he returned to America, and to Silliman it seemed desirable to secure him to teach those desiring special instruction in the applications of chemistry to agriculture, to which he had

<sup>1</sup> Yale Book, II, 163, W. L. Kingsley.

<sup>2</sup> Yale Book I, 149.

<sup>3</sup> Baltimore American, July 3, 1889.

<sup>4</sup> Yale Book, II, 81-83.

paid great attention. Prof. Silliman, sr., with his son, drew up and presented a memorial to the corporation that there should be a new department in the college for physical science,<sup>1</sup> and that plan was widened, according to a suggestion from President Woolsey, so as to include all branches not already taught. This school was to be called the "Department of Philosophy and the Arts."<sup>2</sup> The corporation voted to make two new professorships, one of agricultural chemistry and animal and vegetable physiology, to be filled by John P. Norton, and one of chemistry and kindred sciences applied to the arts, to which Benjamin Silliman, jr., was appointed. A friend offered them \$5,000, if \$20,000 were raised for this purpose. No instruction was given that year, but the next commencement the corporation voted to organize the department, stipulating that the cost of the school should not come from the existing college funds. The college had no money for the plan and but little sympathy. Prof. Norton came back from Europe, where he had spent the past year, and accepted the chair of Agricultural Chemistry, rejecting the rest of the title.<sup>3</sup> The school was divided into two parts, the school of applied chemistry and the advanced instruction in philosophy, philology, and mathematics (the strictly postgraduate department).<sup>1</sup> The chemical school for several years was allowed the interest of the \$5,000 referred to; but, as the \$20,000 was never raised, that was taken away later. The school was opened in the old president's house, which President Woolsey did not care to occupy. It was refitted, and the first class organized in the fall of 1847. No supervision of the scholars in the department was attempted by the college authorities, and to this day the scientific students are not obliged to attend chapel. On payment of the tuition fee the students could attend the lectures of Profs. Silliman, sr., and Olmsted in the college proper.<sup>3</sup>

Prof. Silliman, jr., who was later in 1863 one of the fifty original members of the National Academy of Sciences,<sup>2</sup> was appointed instructor in chemistry and toxicology in the medical department of Louisville University, Kentucky, in 1849, and sold out his interest in the school and the laboratory to Prof. Norton. The latter, with all the burden upon him, serving without pay, was not able to endure the exertions required of him, and his health gradually gave way.<sup>3</sup> He was the first professor of agriculture, in any sense, in an American college, and though he was offered \$3,000 elsewhere, he would not leave his post.<sup>4</sup> He was a pioneer, and put both heart and means in his work. In 1852, through his endeavors, the first step was taken to give the school a definite position among the departments of the college by the granting the degree of Ph. B., on final examination after a two years' course of study.

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<sup>1</sup> College Book, p. 90.

<sup>2</sup> Yale Book, II, 81-83.

<sup>3</sup> Yale Book, II, 105 (T. R. Lounsbury).

<sup>4</sup> Yale Book, II, 118 (W. H. Brewer).

Though beloved and useful, he was not long to keep on at his work, for he died a martyr to his calling, at his father's house in Farmington, Conn., September 5, 1852, aged only 30. He was not a great original investigator, but that was through force of circumstances, which made him the organizer of a school successful from the start. He willed to the college all the apparatus, books, and other articles, worth probably \$5,000, provided the school were kept up. The school was reorganized by obtaining Prof. John A. Porter, who had just resigned the professorship of chemistry in Brown University, to take charge of the laboratory for a year. At the commencement of 1853 he was made professor of analytical and agricultural chemistry, which he held till ill health forced him to resign in 1864. He died two years later.<sup>1</sup> He was a son-in-law of J. E. Sheffield and that fact partly accounts for Mr. Sheffield's taking such interest in the school. At the beginning of 1852, William A. Norton, a graduate of West Point, who had been professor of civil engineering at Brown University, was chosen to the same place at Yale,<sup>2</sup> and that department was begun that fall with 26 students, reciting in the attic of Old Chapel for some years. His students received the same degree as the chemical students, but were a distinct school. The catalogue of 1854-55 put both as branches of an imaginary Yale Scientific school, but there was no real connection till both became parts of the Sheffield Scientific School.

In 1855 the school was reorganized, with George J. Brush, one of the first graduates of the school, who was then studying in Europe, as professor of Metallurgy.<sup>3</sup> At commencement of that year Prof. J. D. Dana aroused interest in the school, and the next year taught its students geology, and continued to do so without pay for some time till his health failed him. About this time Prof. Silliman, jr., returned from Louisville, but his work henceforth was in the college proper and the medical school, in both of which places he succeeded his father.

In 1856 S. W. Johnson, who had taken charge of the laboratory the year before, was made professor of analytical chemistry, to which agricultural chemistry was added later. He is now the second of the faculty in length of service. His books made for his classes have been very successful, being translated into German, Russian, Swedish, and Italian.<sup>4</sup> After his appointment Prof. Porter taught only organic chemistry. In 1859 the faculty was further increased by the appointment of Rev. C. S. Lyman as professor of industrial mechanics and physics, which he later exchanged for the chair of astronomy.

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<sup>1</sup> He was an ardent patriot during the rebellion, and originated the "Connecticut War Record" Yale Book, II, 118 (W. H. Brewer).

<sup>2</sup> He held the place till his death, in 1883.

<sup>3</sup> In 1864 mineralogy was added, and he resigned from teaching metallurgy in 1871.

<sup>4</sup> Yale Book, I, 105 (T. R. Lounsbury), Dexter, Y. U., p. 76. See Fisher's "Yale Bibliographies, 1893."



NORTH SHEFFIELD HALL—YALE UNIVERSITY.



SOUTH SHEFFIELD HALL—YALE UNIVERSITY.

## JOSEPH EARL SHEFFIELD.

That same year the school was put on a firm basis by Mr. Sheffield<sup>1</sup> unexpectedly coming forward, buying the medical college at the head of College street, refitting and enlarging it as the permanent abode of the schools of chemistry and engineering. In 1860 the work was done, and the two schools for the first time came together under one roof. He also gave \$50,000 for an endowment fund, the only sum that had been given for that purpose, while all contributions for the department previously had not been over \$15,000, and the professors had virtually worked without pay. His gift was divided into three parts; one-half was to go for the chair of analytical and agricultural chemistry, and the other half was to be divided equally between those of metallurgy and engineering. In gratitude for this gift the school was formally named the Sheffield Scientific School at commencement, 1861.<sup>2</sup>

Joseph Earl Sheffield was born at Southport, Conn., June 19, 1793, and died February 16, 1882. His father and grandfather were ship-owners, and in 1808 he himself, after a common-school education, went to New Berne, N. C., as clerk. In 1813 he became partner of a New York house there and soon transferred his business to Mobile, Ala., where he became a large cotton-shipper. In 1835 he returned to the North and settled in New Haven. He was instrumental in the building of the Farmington Canal and the Northampton Railroad, being also concerned in the New York, New Haven and Hartford and other railways. He gave to Trinity Church, New Haven, a parish house, costing \$75,000, and made gifts to Trinity College, the Berkeley Divinity School, and the Theologica' Seminary of the Northwest at Chicago. He was a gentleman of the old school, gracious, gentle, charming, with simplicity of the highest breeding and the kindness of a noble heart, ever ready to aid the suffering.<sup>3</sup> His health was good till within two years of his death.<sup>4</sup> The aggregate of his benefactions was over \$650,000, of which Yale received over half, and since his death the school named for him has obtained much of his estate.

## GROWTH OF THE SHEFFIELD SCHOOL.

In 1859 an entrance examination in the chemical course was ordered, but was not put into effect till 1861. This prevented the school becoming a resort for lazy men. The requirements were arithmetic, algebra, geometry, plane trigonometry,<sup>5</sup> English grammar, geography, and the elements of chemistry and physics, which last two were soon given up, as the preparatory schools would not teach them. At the same time, the

<sup>1</sup> He had already given \$10,000 (Yale Book, 1, 151).

<sup>2</sup> Yale Book, II, 105 (T. R. Lounsbury).

<sup>3</sup> J. E. Sheffield, Am. Jour. of Ed., xxviii, 321.

<sup>4</sup> Yale Book, II, 114 (W. L. Kingsley).

<sup>5</sup> Sheffield Scientific School, Am. Jour. of Ed., xxviii, 337.

chemical course and a new one, called the general course, were lengthened to three years, in which the engineering course followed them in 1863, the first year of all the courses being made the same.<sup>1</sup> Opposition being made to the general course as conflicting unduly with the regular college course, it was modified in 1863, and a year later the name was changed to the select course. It was further reorganized in 1874 and brought into unity with the other courses by making geology the leading subject. However, there is still a feeling among many that it is an easy way of getting through college without ancient languages.<sup>2</sup> Up to 1870 Mr. Sheffield's gifts were, first, the gift of South Sheffield Hall, which he enlarged by the addition of an observatory in 1865, making it in size 117 by 112 feet<sup>3</sup>; second, an endowment of \$130,000 and a library fund of \$10,000, later increased to \$12,000; third, the Hillhouse Mathematical Library, costing \$4,000<sup>4</sup>; fourth, a gift of \$2,700 to the Collier Cabinet, which cost originally \$6,000 and was given by M. D. Collier, of St. Louis, in memory of his brother, T. F. Collier, a student in the Scientific School<sup>5</sup>; fifth, gifts for current expenses, which amounted to \$10,000 annually for the last ten years of his life and to \$20,000 in 1881.<sup>6</sup> In addition to all this, in 1870 he presented a lot on Prospect street, north of the old building, which, from the increasing number of students was becoming too small; erected a new building thereupon known as North Sheffield Hall, and equipped it; in all expending over \$100,000.<sup>7</sup> By this the class rooms were re-arranged so that the chemical laboratory, lecture rooms, the library, and the Connecticut Agricultural Experiment Station were accommodated in South Sheffield Hall.<sup>7</sup> North Sheffield Hall, the new building, is 84 by 75 feet, and nominally three stories high, though practically five, with brownstone foundation. The walls are of red brick, relieved by white and blue, which give a zebra-like effect; the water tables, window and door sills are of bluestone. It contains the general lecture rooms and the departments of civil and dynamical engineering, physics, botany, and drawing. Through growth in number the classes in geology, mineralogy, zoölogy, and physiology have recited in Peabody Museum since 1876.<sup>8</sup>

In the large hall of "North Sheff" are held, every winter, the so-called Mechanics' Course of twelve lectures, by members of the university faculty. To these the public is admitted on payment of a small fee (\$1 for the course) and from their foundation they have been successful and interesting.<sup>9</sup> Prof. W. D. Whitney, about 1860, took the place of

<sup>1</sup> Yale Book, I, 152.

<sup>2</sup> Yale Book, II, 105.

<sup>3</sup> Yale Book, II, 116 (W. H. Brewer).

<sup>4</sup> Yale Book, I, 152, II, 105.

<sup>5</sup> Yale in 1869, p. 7; Yale Book, I, 196 (H. C. Kingsley).

<sup>6</sup> Rept. U. S. Bureau of Ed., 1881, p. 35.

<sup>7</sup> The latter was removed in 1882 owing to need for more room.

<sup>8</sup> N. E. Jour. of Ed., Feb. 6, 1876, p. 71.

Sheffield instructor in modern languages. His presence gave moral force to the school and prevented the students becoming so narrow as to forget all studies out of their branches. Through his influence at Yale there has never been a conflict between language and science. On July 2, 1862, President Lincoln signed the so-called Morrill bill, by which public lands were appropriated to the several States for the benefit of the agricultural and mechanic arts. The next year Connecticut gave the Sheffield Scientific School, on certain conditions, the interest on the fund from the sale of its share of the land scrip. The fund equalled \$135,000,<sup>1</sup> and this, with Sheffield's gifts, put the school on a firm footing. The conditions the State required were, that some Connecticut students should have free tuition.<sup>2</sup>

In 1856, the professors, with the president of the college, were made a governing board. New professors were added from time to time. In 1863, Daniel C. Gilman, formerly librarian, became professor of physical and political geography,<sup>3</sup> which post he resigned to become president of the University of California in 1872. He was very prominent in the management of the school. In 1864, W. H. Brewer was made professor of agriculture, Daniel C. Eaton of botany, and A. E. Verrill of zoölogy. All three of these still hold these chairs. In 1865, Col. Alfred P. Rockwell (Yale College, 1855) was made professor of mining, which place he left to go to the Massachusetts Institute of Technology in 1868. In 1870, Capt. W. P. Trowbridge was made professor of dynamical engineering, which chair was endowed a year later with \$28,000 by Mrs. Susan K. Higgin of Liverpool, England.<sup>3</sup> In 1871, O. D. Allen was made professor of métallurgy and assaying, and T. K. Lounsbury professor of English. Both of these still hold their places.

When the State grant came, in 1863, an agricultural course was founded; in 1865 one in mining and metallurgy was added; as was, a year later, one in natural history and geology. In 1870 the courses in dynamic engineering and biology completed the list of coördinate courses. Of the faculty, it can be truly said that from the early days of the school, "with means never abundant and often exceedingly straitened, they have built up a school of science over which no other scientific institution in the country, however richly endowed, ventures to claim superiority."<sup>4</sup>

In 1860 the degree of civil engineer was given for a year's post-graduate study; the degree of dynamic engineer was first given for two year's post-graduate work in 1873.<sup>5</sup> In 1869 an effort was made

<sup>1</sup> Yale Book, II, 105.

<sup>2</sup> Dexter, Yale University, p. 76.

<sup>3</sup> For endowment of this chair, Samuel L. Selden gave \$5,000 and two others \$15,000 (Yale in '69, p. 49.)

<sup>4</sup> Yale Book, II, 105 (T. K. Lounsbury).

<sup>5</sup> At the same time the requirements for the degree of civil engineer were raised from one to two years' study (Yale in 1873, p. 6). Dexter, Yale University, p. 76.



to add to the permanent fund, which brought in \$150,000 in less than three years. Of this sum, Mr. Sheffield gave more than half.

In 1870 a careful observer said:

It is because we believe no institution in the country can boast a body of men more thoroughly imbued with the university spirit, the desire to live by truth and for truth, than the Yale Scientific School, that we think they can never go wrong, in placing what they are doing for the American, as something better and distinct from the American engineer or chemist, foremost among their claims to the support and gratitude of the community.<sup>1</sup>

#### THE ART SCHOOL.

The Trumbull Gallery had but few additions for many years. In 1858 the statues of Demosthenes and Sophocles, already spoken of, came to Linonia, and a loan exhibition was held in Alumni Hall for two months during that summer. Seven thousand people visited it, and the enthusiasm it evoked led to a course of art lectures by E. E. Salisbury, Donald G. Mitchell, Andrew D. White, Prof. Greene, of New York, and Mr. Denning, of Hartford.<sup>2</sup>

In the early part of the sixties the cause of art education was impressed by Nathaniel Jocelyn on Augustus R. Street, a wealthy citizen of New Haven, so strongly<sup>3</sup> that he offered the corporation "to erect, at his sole expense, a building on the corner of Chapel and High streets, on the college grounds, to be used for a school of the fine arts."<sup>4</sup> His aim was not simply to found a museum, but to establish a school for practical instruction in art, for those of both sexes who were desirous of pursuing the fine arts as a profession, and to awaken and cultivate a taste for and appreciation of the arts, among the undergraduates and others.<sup>5</sup> He first gave expression to the idea that the "study of art comes within the scope of a great university,"<sup>2</sup> and founded the first art school in an American institution of higher learning and, technically speaking, the first one connected with a university in the world.<sup>4</sup> The offer of the building was made March 24, 1864; the corner stone laid in November, and the structure was finished just before commencement in 1866.<sup>5</sup> It is revived Gothic in style and consists of two wings, 34 by 80 feet and 36 by 76 feet, connected by a central building, 44 by 33 feet. The walls are of Portland and Jersey stone, with yellow Ohio stone ornaments. Its arches are of alternate Belleville and Cleveland stone, and the columns of the front porch are of Gloucester polished granite, with the capitals of Cleveland stone carved after natural foliage, with

<sup>1</sup> President Eliot, of Harvard, tried to get Brush and Whitney away in 1869; *Nation* 10, 70. (E. L. Godkin.)

<sup>2</sup> Yale Book, II, 140 (J. F. Weir).

<sup>3</sup> Connecticut Post, March 9, 1878.

<sup>4</sup> Yale Book, II, 146 (J. M. Hoppin).

<sup>5</sup> The building was erected under the supervision of the architect of the National Academy of Design, New York. (Connecticut Post, March 9, 1878.)

original designs. In the basement are drawing and modeling rooms; the first story contains studios, classrooms, and libraries; the second, two large galleries, lighted from the roof, and two wide corridors filled with casts.<sup>1</sup> The cost of the building was \$175,000; and Mrs. Street, after her husband's death, also endowed the professorship of painting with \$50,000. His own gifts to the art school amounted to \$317,882.50 in all. In addition, he gave \$44,690.47 to the academical department, and \$48,865 to the divinity school.<sup>2</sup> Mr. Street died before the completion of the building, but not before he had approved, on July 25, 1865, a scheme for the government of the school, prepared by President Woolsey. It provided for a council of five, of whom the president of Yale College should be the chairman, "for the purpose of taking on them the management of the school of art." This held its first meeting January, 1866. In the summer and autumn of 1867 an exhibition of loaned paintings was held in the new building. The proceeds were over \$4,000, and the profits, \$700, were used to buy casts.<sup>3</sup> In the spring of 1868 the Jarves collection, illustrative of Italian art from the eleventh to the seventeenth centuries, consisting of some 120 pictures,<sup>4</sup> was mortgaged to the school and placed in the galleries. These paintings were collected by James Jackson Jarves, and are very fine, comprising many panel paintings in tempera. Later they were purchased by the school.

Prof. J. F. Weir was chosen Art director and Professor of Painting in 1869. The professorship was endowed by Mrs. Street, and called, from her father, William Leffingwell. It is required that the occupant of the position belong to the National Academy of Design.<sup>5</sup> Prof. Weir's personal acquaintance with artists and owners of paintings has enabled him to gather fine collections. He returned from Europe in September, 1869, and took the place he has since held. D. Cady Eaton was at the same time made Professor of the History of Art, a position he resigned in 1876. In 1870, and for some years following, there were other loan exhibitions, the proceeds from which went to increase the number of casts. Prof. S. F. B. Morse gave the school Allston's Jeremiah, valued at \$7,000, and E. E. Salisbury, Henry Farnam, R. S. Fel lowes, and others have made gifts.<sup>6</sup>

#### GRADUATES UNDER PRESIDENT WOOLSEY.

Thwing,<sup>7</sup> in his book on American colleges, says:

Nine-tenths of the distinguished graduates from 1819 to 1850 either were the first or among the first scholars of the class to which they belonged. A student who ranked low in college has seldom succeeded in attaining a high position in his profession.

<sup>1</sup> Yale Book, II, 142 (J. F. Weir).

<sup>2</sup> Yale Book, II, 146 (J. M. Hoppin).

<sup>3</sup> Yale Book, II, 143.

<sup>4</sup> Connecticut Post, March 9, 1878.

<sup>5</sup> Yale Book, II, 142.

<sup>6</sup> Yale Book, II, 144.

<sup>7</sup> Page 126.

This is true as to Yale's honor men, for they have ever done well in the world. The average age of students at entrance, for the first half century, was 17; it then slightly decreased for fifty years, and since has risen again till now the average is considerably over 18 and, consequently, most who graduate are over 22.<sup>1</sup> These graduates have scattered more widely than those of any other American college, and "Yale's immense influence *in partibus alienorum* (she draws over 60 per cent of her students from States not in New England) is due to the fact that she has educated a great number of Eastern-bred men in the West and in the Middle States. Wherever one travels in the West he finds 10 Yale men to 1 Harvard man, and in New York the proportion must be 2 to 1."<sup>2</sup>

Of the influence of these graduates on the United States the late President Barnard, of Columbia, said: "Probably no college can justly claim to have done more through her sons for the enlightenment of the world, for the advancement of religion and morality, and for the encouragement of every species of philanthropic spirit."<sup>3</sup> In 1847 graduated B. Gratz Brown, United States Senator, governor of Missouri, and unsuccessful candidate for Vice-President in 1872. In the same class were F. W. M. Holliday, governor of Virginia; G. G. Barnard and C. F. Sanford, judges of the New York supreme court; and E. S. Sanford, and J. M. Bury, who attained like honors in Connecticut and Minnesota, respectively.

In 1848 were graduated Judge Dwight Foster, of the Massachusetts supreme court, and Nathaniel Shipman, United States district judge for Connecticut. President Dwight was in the class of 1849, as was F. M. Finch, judge of the court of appeals of New York. Rev. Dr. L. W. Bacon is an alumnus of 1850, as are Prof. H. A. Newton, Ellis H. Roberts, of Utica, and Rev. William Brush, president of Iowa University. In 1851 were graduated Rev. William K. Douglas, president of Jefferson College, Missouri; John W. Fearn, minister to Roumania, Servia, and Greece; Robbins Little, librarian of the Astor Library, and Rev. Dr. T. T. Munger. Hon. W. W. Crago graduated a year later with President Daniel C. Gilman, president of California University, and now of Johns Hopkins University; Col. William P. Johnston, president of Tulane University; President Homer B. Sprague, of the University of North Dakota; Hon. W. M. Stewart, United States Senator; Laurence McCully, judge of the supreme court of Hawaii, and Charles E. Vanderberg, who held like honor in Minnesota. In the class of 1853 are

<sup>1</sup>Dexter, Yale University, p. 100. The youngest graduate, Charles Chauncey, 1792, was 15 years and 26 days. Only two graduates have been centenarians. Smith, Williams, and Brown are the only names represented by over 100 men on the Triennial. The average age at death of graduates is 59.4 years. (Y. U., pp. 97, 99.)

<sup>2</sup>Nation, 49,148. (E. D. Page.) Fifty-five per cent of Harvard's students were recently found to be from Massachusetts; less than 32 per cent of Yale's from Connecticut. (Science, 7, 103.)

<sup>3</sup>American Journal of Education, v, 723.

found R. L. Gibson, United States Senator from Louisiana; Edward C. Billings, United States district judge for Louisiana; Rev. Charlton T. Lewis, Hon. Geo. Shiras, of the United States Supreme Court, Andrew D. White, president of Cornell and minister to Germany and Russia; Edmund C. Stedman, the poet, and Wayne MacVeagh, United States Attorney-General and minister to Turkey. With such a list of honored names, no wonder the class of 1853 vies with that of 1837.

Rev. Carroll Cutler, president of Western Reserve University, and John C. Sanders, M. D., president of the Western Homœopathic College, are alumni of 1854. A year later William De W. Alexander, president of Oahu College, was graduated. Two United States Supreme Court judges, David J. Brewer and Henry B. Brown, graduated in 1856 in the class with Chauncey M. Depew and Prof. L. R. Packard.

John T. Croxton, minister to Bolivia, Rev. Moses Coit Tyler, Rev. Augustus H. Strong, president of Rochester Theological Seminary, and Cyrus G. Northrop, president of the University of Minnesota, were graduated in 1857. A year later the class contained George P. Andrews, judge of the New York supreme court, David G. Brinton, the archaeologist, and William N. Armstrong, attorney-general of the Hawaiian Islands. Bishop C. F. Robertson, of Missouri, Eugene Schuyler, and Rev. Joseph H. Twichell were members of the class of 1859. William Walter Phelps, United States minister to Austria and Germany, and Mark P. Knowlton, judge of the Massachusetts supreme court, were graduated a year later. In 1861, Rev. Samuel H. Fisher, president of St. Francis Xavier College, and Edward R. Sill, the poet, graduated. Governor Daniel H. Chamberlain, of South Carolina, John W. Johnson, president of Oregon University, Albert F. Judd, chief judge of Hawaii, and Buchanan Winthrop were in the class of 1862. George W. Atherton, president of Pennsylvania College, Rev. Cortlandt Whitehead, bishop of Pittsburg, I. G. Vann, judge of the New York supreme court, William C. Whitney, late Secretary of the Navy, Prof. William G. Sumner, Rev. Leander T. Chamberlain, Rev. David B. Perry, president of Doane College, H. H. Ingersoll, judge of the Tennessee supreme court, Rev. E. A. Ware and Rev. H. Bumstead, both presidents of Atlanta University, were all members of the famous class of 1863. Rev. H. A. Stimson is of the class of 1865, Rev. E. Y. Hincks of that of 1866, and Henry T. Eddy, president of Rose Polytechnic Institute, and Geo. Peabody Wetmore, formerly governor of Rhode Island, of that of 1867. Le Baron B. Colt, of the Rhode Island supreme court, and Prof. Henry P. Wright, are alumni of 1868. President Austin Scott, of Rutgers, was graduated in 1869; Prof. W. H. Welch, of the Johns Hopkins, in 1870, and Prof. C. R. Lanman, of Harvard, in 1871.

When the call to arms came in 1861, Yale responded nobly to the nation's cry. Seven hundred and fifty-eight Yale men, graduates and undergraduates, served in their country's army, and of these 106 died that the country might be saved. On July 26, 1865, services were

held in commemoration of their gallant deeds, and Rev. Horace Bushnell delivered an address. Among the most important of Yale's sons who fought for the Union were Gen. J. S. Wadsworth, Gen. Alfred Terry, a graduate of the law school, and Theodore Winthrop (Yale College, 1848). On the other side some Yale men fought valiantly, among them Gen. Richard Taylor and Col. Wm. Preston Johnston.<sup>1</sup>

#### LIFE AT YALE.

The intimate connection of Yale with the State of Connecticut must not be lost sight of. As Leonard Bacon said, "More than any other institution, it is the pride of the sturdy little State which chartered it, which gave out of a scanty treasury to the relief of its early poverty, and which has not ceased to watch over it or to have its share in the immediate control of it."<sup>2</sup> The chief benefactors to the university have been Connecticut men; for example, Sheffield, Farnam, Marquand, Street, Battell, De Forest, and Loomis. Furthermore, its religious character has affected it as much as its position, and, making its graduates earnest Christian men, working not for culture only, but also for Christian culture,<sup>3</sup> it has placed the country under great obligations to it. The very air of Yale is moral, so that, as the representative of a neighboring university said at a gathering of Christian young men at Yale, "With you it is the thing to be good."

In its curriculum "Yale has refused to take any step which implies a diminished esteem for liberal education, according to the old standard." It has widened its courses and given students election of courses, when they are far enough advanced to judge for themselves; but in its required studies both Latin and Greek keep their place, and "the degrees that are proper for those who have pursued the regular college course are not given to others."<sup>4</sup>

The standards of entrance were steadily raised during President Woolsey's administration, until it could be said recently that "no other college has rejected so large a percentage of candidates for admission or sent away so many for failing to keep up to its standard of scholarship."<sup>5</sup>

An unique idea was set on foot at Yale during Woolsey's presidency, whose success was so near that its failure is all the more to be regretted. The University Quarterly, called for the first number or so the Undergraduate, sent forth its prospectus on October 27, 1858, and was first issued in 1860. It was intended "to enlist the active talent of young men in America and, as far as possible, in foreign universities, in the discussion of questions and the communication of

<sup>1</sup> Yale Book, II, 25 q., J. S. Johnston.

<sup>2</sup> New Englander (N. S.), IV, 509.

<sup>3</sup> New Englander, XVI, 438, and (N. S.) IV, 509.

<sup>4</sup> New Englander, XXVIII, 301 (H. A. Beers).

<sup>5</sup> Science, 7, 103.

intelligence of common interest to students." It was edited at Yale, and had eighteen colleges connected with it at its start. These were in the United States, Germany, and England, and comprised Berlin, Cambridge, Heidelberg, Columbia, Andover Theological Seminary, Michigan, Wesleyan, Williams, etc. Harvard helped but little, but Amherst sent many contributions.

In 1860 a convention of the editors was held at Worcester, Mass., and twenty-eight colleges were connected with it when the war killed it in 1861. About one-half the entire matter was contributed at Yale.<sup>1</sup>

In 1865 was founded the Yale Potpourri, an annual, much the same as the older Banner, and appearing later in the year. It is owned by the Scroll and Keys Society and is yearly edited by two of its members.

In 1865 a revolution in college journalism began at Yale, in the founding of the Yale Courant by C. C. Chatfield, Lovell Hall, John Buckingham, Richard E. Smyth, and ————, of the class of 1866. It was a weekly, and of a lighter character than the literary monthlies which had been in vogue. It set the fashion, which one college after another followed, and now scarcely any prominent institution of learning is without such a paper. On July 10, 1867, it was changed to the College Courant, an intercollegiate paper, edited by Charles C. Chatfield, and in that guise was very successful for several years.<sup>2</sup> On May 7, 1870, the Yale Courant was issued as a supplement to the College Courant, and that fall as a separate paper. It is now published bi-weekly, and represents the light literature of Yale, as the "Lit" does the more dignified literature. A college bookstore was started by some theological students in 1851, and was moved in 1867 to the reading room, then on the ground floor of South Middle. A branch post-office was kept there in 1868 and 1869, as there was then no free delivery to the colleges. The store was sold to C. C. Chatfield in 1870.

#### MUSIC AND GLEE CLUBS.

In 1812 the class of 1813 formed a musical society, called the Beethoven Society;<sup>3</sup> it acted as college choir a few years later and until 1855.<sup>4</sup> It died in 1868, as the Glee Club took its place. In 1856 the Cecilia Society was founded, which soon joined the Beethoven. R. S. Willis (Yale College, 1841) gave great impulse to music during his college course. Under his influence the first public concert was given at commencement, 1840. In 1850 a piano was bought for services in the college chapel; two years later an organ was purchased, and in 1854 Joseph Battell gave \$5,000 for the support of a teacher of the science

<sup>1</sup> Four Years at Yale, 425-460. Transient papers during this period were: Meerschäum, 1857; Excuse Paper, 1860; N. B., 185-; Arbiter, 1853; Hornet, 1847; Scalpel, 1856; Index, 1869; Yale Review, 1857-'58.

<sup>2</sup> Four Years at Yale, 460-479.

<sup>3</sup> It was an orchestra at first.

<sup>4</sup> Again from 1857 to 1860.

of music. Eight years later his sister, Mrs. William A. Larned, doubled the fund, and at her death left \$5,000 more. In consequence of this gift Gustav J. Stoeckel was made organist and teacher of music in 1854, a position he still holds. Mrs. Larned also endowed a musical library,<sup>1</sup> in which are contained "all the works of many musicians and the most important ones of all."<sup>2</sup> The first glee club worthy of the name was that of the class of 1863, and its first concert was at the Third Congregational Church, Guilford, July 24, 1861. Soon the practice of having a university glee club grew up. It is now supplemented by the second glee club. During the Christmas and Easter recesses the glee club takes Western and Southern trips, which are very pleasant to the members, are much enjoyed by the people of the places visited, and help to keep the college prominently before the public. In addition to this, occasional concerts are given during term time in neighboring cities, and two especial ones in New Haven—in January, at the time of the junior promenade, and at commencement. Both of the clubs have a banjo club attached, whose music varies the programme. There have been at times Yale orchestras, the last one dying in 1889.

#### COMMENCEMENT WEEK.

Some thirty years ago, biennials were six weeks<sup>3</sup> before commencement and, after they were finished and the Townsend prize spoken for and awarded, then came presentation day, when, according to theory, the faculty present to the president the candidates for degrees whom they find worthy of the honor. Then, as now, came the class poem and oration, the announcement of honors by the president, and the parting ode. After that there came the presentation dinner, now a thing of the past, and next the class histories,<sup>4</sup> introduced by the class of 1854, in which jokes are gotten off on all the class, lemonade is drunk, and long white clay pipes are smoked and given to young lady friends. Since 1867 the audience has sat on raised seats on the campus, arranged like an amphitheater. Then came and still comes the planting of the class Ivy, a custom begun by the class of 1852. The walls of the library were first used, but, since they have been covered, Dwight Hall, Battell Chapel, and Osborn Memorial Hall have been used. After singing the Ivy ode and visiting the president and popular professors, the class disperses. In the evening occurred, in 1872, the Wooden Spoon exhibition, till the faculty put a stop to it on ground of expensiveness. Originally founded in 1848 as a burlesque on Junior exhibition with its pompous and learned speeches, it retained some of its old characteristics, but

<sup>1</sup> Four years at Yale, p. 302.

<sup>2</sup> Yale Book, II, 479 (G. J. Stoeckel).

<sup>3</sup> Now Presentation is the Monday before commencement. In former times the Bully Club was presented and senior society men initiated on this day. Harpers, 29, 497 (1864). Four Years at Yale, pp. 480, 499.

<sup>4</sup> These now occur on Monday of commencement week.

had come to be chiefly noted for the giving of a costly wooden spoon<sup>1</sup> of carved rosewood to the most popular man of the class. Since its abolition the evening is occupied by the Senior Promenade in Alumni Hall, when carpets are stretched over the campus walks and couples roam to and fro under the light of Chinese lanterns, or hide themselves away in the rooms of Dwight Hall, or dance on the polished floor of Alumni Hall, forgetful that examinations were held there only a week before.

Then came commencement week after the Senior vacation, which is no more. It has always begun with the Baccalaureate from the president in the college chapel, where sage words of advice are heard by the class, sobered by the thought of going out to battle with the world. This was followed in the evening by the Yale Missionary Society anniversary in Center Church, to which service has succeeded of late years a praise service in the chapel.<sup>2</sup> The town is filled with friends and relatives of the students and with graduates returning to their *alma mater*, and everything is gay. The ceremonies of Monday, class histories and Senior "prom," as they are to-day, have been described. In the olden time, on Monday and Tuesday came the oral entrance examinations, which are now replaced by written ones on Thursday, Friday, and Saturday of the week. These were followed twenty-five years ago by the *concio ad clerum* in the North Church on Tuesday evening and by alumni meeting on Wednesday morning. On Wednesday afternoon came the anniversaries of Linonia and Brothers in Unity, and that evening the  $\Phi BK$  address and the class suppers. Thursday then was the last, the great day of the feast, the commencement day. They were a long suffering people in those days and endured two long sessions of speaking till 1868, when the ceremonies were cut down, so as to occur in the forenoon alone. The festivities then ended with a president's reception at his house.

The date of commencement has constantly moved forward. In 1809 it was the second Wednesday in September; in 1831 it was moved to the third Wednesday in August; 1850 saw a further change to the last Thursday in July. In 1866 it came one week earlier; in 1870, still another, and in 1872 it was made the last Wednesday in June, which it still is. The ceremonies are held, as they have ever been, in Center Church, to which the procession marches as of yore. Within the church the ladies occupy the galleries and the north aisle; the men, the rest of the church. Legend saith this plan was adopted because, when, in former days, they were allowed to sit together, such a whispering arose that at times the speakers scarcely could be heard.<sup>3</sup>

<sup>1</sup> The custom is said to have come from Cambridge, where a wooden spoon is given to the lowest man on the appointment list. The committee managing the entertainment at Yale were known as *cochleaurate*. (Four Years at Yale, 405, 522.)

<sup>2</sup> Harpers, 27, 785 (1863).

<sup>3</sup> Yale Book, I, 375.



Nowadays, the day before commencement (Tuesday) has the Alumni meeting in the morning, the law school commencement, the medical school anniversary, and the Yale-Harvard baseball game in the afternoon and the Glee Club concert and Senior German in the evening. After the speaking of commencement day, comes now the alumni dinner, when Alumni hall is crowded with graduates, some of whom, overflowing its limits, eat under a large tent on the campus. After the dinner there is speaking, usually fine, and then, in the evening, the president's reception to the graduates in the art school. The festivities of commencement week end with the Yale-Harvard boat race on the Thames at New London and the jubilation in New Haven which follows, if Yale is successful in the race.

#### CUSTOMS AT YALE.

Till a comparatively late day, some of the antiquated rules of a century back were unrepealed. In the code of 1862, we find such obsolete rules as that each student must sign a pledge "particularly, that I will faithfully avoid all intemperance, profanity, gaming, and all indecent, disorderly behavior, and disrespectful conduct to the faculty, and all combinations to resist their authority." Others are such as these:

If any student shall profess or endeavor to propagate a disbelief in the Divine authority of the Holy Scriptures, and shall persist therein, after admonition, he shall no longer be a member of the college.

No student shall make an excursion in a sail boat without permission and no permission shall be given to sail beyond the mouth of the harbor.

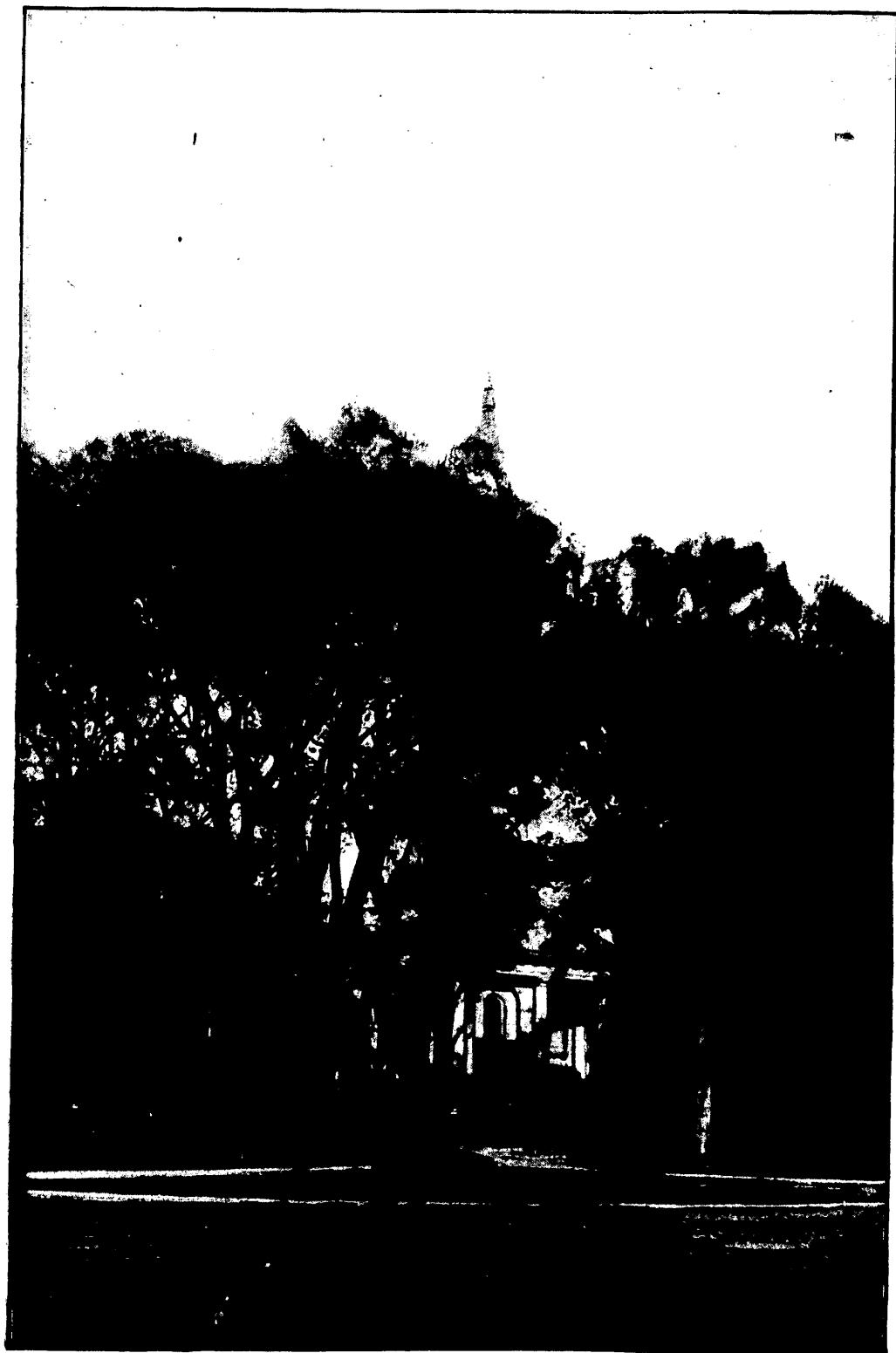
No student shall, anywhere in New Haven, act a part in or be present at any theatrical performance.

No student shall play at billiards, cards, or dice, or any other unlawful game, or at any game for a wager, or shall keep cards in his chamber.

Students are forbidden to furnish an engraved card of invitation for any college exhibition.

This last was to prevent extravagance among the students. It is but just to say that these were never enforced at this date, but remained as fossils from early times. The junior class gave a ball in August, 1840. The junior promenade was held first in 1851 and was first connected with the times of the junior exhibition. It did not arise to prominence till later and since 1863 there has been no break in the succession. Now held in January, the junior promenade is the great social event of the college year. It is preceded by a glee club concert the Monday before, and followed by class Germans the night after. The "prom" itself is held in the armory, the largest hall in the city, and the floor is always crowded, 1,500 or 2,000 being there.

From about 1855 sprang up the custom of the two literary societies having a joint Thanksgiving jubilee, at which freshmen were made sport of. Hazing was never quite so barbarous at Yale as at some other colleges, yet, with "smoking out" and being "taken out" by sophomores, a freshman's life was not happy. He has always been made to feel his inferiority and the precious privilege of "sitting on the fence,"



CENTER CHURCH, NEW HAVEN, CONNECTICUT.

which from time immemorial, till a few years ago, was the dearest privilege of a Yale man, was denied him until he became a sophomore. Latterly they were allowed to sit on the fence if they beat the Harvard freshmen at baseball in the spring, which they strove for so zealously that only one class—that of 1889—ever lost the privilege. Freshmen formerly could not carry canes at all and still can not do it till Washington's Birthday. The date of this emancipation in this respect was celebrated till recently by marching in procession, carrying immense canes, called "bangers." This practice the faculty has lately broken up. A further restriction forbids the wearing of beaver hats till the Washington's Birthday of sophomore year. Rushes at Yale have been rough and tumble affairs, yet have been singularly free from serious accidents. Of course the sophomores buried Euclid in early times, the class of 1863 being the last to keep up the practice. Class pictures have been taken for many years, and class statistics, which were first gathered in 1858 and first issued as a pamphlet in 1870, appear a short time before graduation. As has been stated, the moral tone of Yale is good for a large college. While, of course, there are many "wild fellows" and a very few who are utterly depraved, the great band are earnest, good men, and in nearly every graduating class over one-half are church members.<sup>1</sup>

On March 17, 1854, occurred the great riot. That week a variety troupe was performing at Howard's Athenæum, corner of Church and Chapel streets, and the students and "townies" granted their applause and favor to two different singers. Bad feeling arose and on Friday night about 40 or 50 students who were there were warned by the police that a mob had assembled without the hall awaiting them. They formed in line and, guarded by a few policemen, made their way through the sullen crowd, which followed them. When they reached Trinity church some one started singing "Gaudeamus." The mob rushed upon the rear row of students and one of these, who it was never known, plunged a dirk into the heart of one of the rioters. Pistol shots were fired and the students got safely to South College, where most of their fellow students were assembled. When the mob could not break in the doors they got an old cannon and trained it against the college. The police managed to spike this in the confusion and later gathered forces to drive the rioters away. This was the last great town and gown fight, though there was a firemen's riot on February 9, 1858, in which a man was killed on High street.<sup>2</sup>

#### GROWTH OF ATHLETICS.

The old annual football game between the freshman and sophomore classes on the green was abolished by the faculty in 1857 because of its roughness.

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<sup>1</sup> Four Years at Yale, 405-522.

<sup>2</sup> Four Years at Yale, 500-51.

Some games have retained their place as peculiarly the property of some one class to this day, and no one but a dignified senior would dare to spin tops, play marbles, roll hoops, or recreate himself with the attractive "niger infans" or "nigger baby." Quoits are the peculiar property of theologues. Hare and hounds has been tried by Yale often, but has never gained a permanent foothold. In winter the glassy surface of Lake Whitney offers fine skating, and its placid waters furnish delightful rowing in summer, when sailing in the harbor is also popular.

Yale's growing interest in boating led to the organization of the Yale navy in 1853, with six boat clubs and a commodore. A year before, occurred on Lake Winnepesaukee the first of the long series of Yale-Harvard boat races. In 1860 a system of having four-year clubs instead of class ones was begun, and nearly all the college belonged to the Glyuna, Varuna, or Nixie, the last named living only four years. "Sheff" also had a boat club called the Undine. In 1868 the system was changed again so as to have five clubs, one from each class in the college proper and one from the scientific school. The Yale University Boat Club, as now organized, was founded in 1870, and the title of commodore was changed to that of president.

The first boathouse was built in 1859 and was only an old shed. In 1863 a new one was built for \$3,400, which at the time was the best in the country. The club was incorporated in the same year. The mud flats where the house was built were leased from the Hartford and New Haven Railroad Company, but no rent was ever charged. In 1875 the present boathouse, a fine, commodious building, was erected at the cost of \$16,500. Class races occur every spring and fall, now held on Lake Whitney but formerly either on New Haven Harbor or at Lake Saltonstall, some 4 miles to the east. These are occasions of great interest. In 1852 the Undine Boat Club of Yale raced unsuccessfully the Oneidas of Harvard, and that began intercollegiate racing for Yale. Occasional races occurred till 1864, when regular yearly races were arranged, which took place between the two colleges at Worcester, Mass., till 1870.

Baseball was first played in 1859, and on September 30, 1865, the Yale University Baseball Club played its first intercollegiate game with the Agallians of Wesleyan University, and won by the score of 39 to 13.<sup>1</sup>

#### RESIGNATION OF PRESIDENT WOOLSEY.

In 1871 President Woolsey, being 70 years of age, felt himself no longer able to bear the responsibilities and burdens of his office, and therefore resigned it. He did not, however, give up activity. He was connected with the college, giving lectures on international law in the law school and by serving on the corporation till 1884. He was

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<sup>1</sup>Yale Book, II, p. 365 (S. C. Bushnell).

made one of the American revisers of the New Testament, in which position Dr. Howard Crosby said of him: "His erudition, his judgment, and his clear statement, on the one side, and his courtesy, gentleness, and modesty, on the other, fitted him peculiarly for his position and formed the crowning charm to our coterie." In 1877 he published a notable work, "Political Science; or, the State Theoretically and Practically Considered." He was one of the editors of Johnson's Encyclopedia and was active in many ways. Feeling that a citizen ought to take interest in politics, he accepted a nomination for Presidential elector from the Republican party in 1876 and 1884. Devoted to Yale to the last, he died, after some months of failing health, July, 1889. At his funeral his successor, President Dwight, said of him:

Dr. Woolsey was so venerable that he impressed every intelligent person who knew him. He had richness of magnetism, much of the poetic mind, large mental grasp, openness to thought, in many lines originality and variety in his ideas and thinking, the ease of perfectly working mechanism in his mental operations, wonderful power of memory, great facility for accurate learning and accurate statement of what he had learned. He was an independent, honest, earnest thinker, subjecting all knowledge and learning to the true test. Those who came into connection with him as students were impressed by his mental characteristics in all these respects, and the nearer they came to his real life the more they were impressed.

#### SECTION VII.—PRESIDENT NOAH PORTER (1871-1886).

On May 11, 1871, the corporation elected Noah Porter, Clark professor of moral philosophy, as President Woolsey's successor. His recent book on "American Colleges and the American Public" had called the attention of the country to him as an educator, while his monumental work on "The Human Intellect" had placed him high among the learned men of the country. Gentle, mild, and gracious, never saying a harsh word or doing an unkind deed, he has been so beloved by the students that, with one exception only, every one of the fifteen classes graduating under him voted him the most popular professor of their entire course. There is not a Yale man, old or young, who has not a warm place in his heart for this revered instructor, who still continued his instruction in the right principles of human conduct as long as he lived. A member of the class of 1831, after studying theology and serving as a tutor, he was pastor at New Milford and at Springfield, Massachusetts, till called to the Clark professorship in 1846. In 1864 he became an editor of Webster's Dictionary. His work on mental philosophy had its counterpart in 1885, when he issued his "Elements of Moral Science," which has also been widely used.<sup>1</sup> His election was regarded as a pledge that the college would keep on in the lines President Woolsey had marked out. On October 11, 1871, he was inaugurated, and his address was on higher education.

<sup>1</sup> Yale Book, 1, 160.

It strikes the true keynote of the subject. He regarded the agitation of the subject as a favorable sign, showing that colleges were not—losing their hold on public attention. The jealous interest on the part of every graduate that his own college should not be behind the foremost, indicates that the point concerning which all are so sensitive is of no slight importance.

The higher education should be conversant with the past. An education which despises the past is necessarily limited and narrow. We contend that the institutions of higher education should be seats of learning in the special sense of the phrase.

This education should never be so devoted to the generations which are gone as to forget the generation which is now thinking and acting. While it is true that certain truths and principles are the same for all generations, it is also true that every age has its own methods of conceiving and applying them, its own difficulties in accepting what is true and in refuting what is false, its own forms of scientific inquiry, its own forms of literary expression. There is special need at the present moment that the student should sympathize with the present generation, because he is sometimes reproached with being out of sympathy with it, and because the present so pressingly needs all the energy and skill which culture and learning can apply to elevate and correct it. The university should in some sense be the teacher of the public as well as of its own people.

This education will wisely forecast and direct the future. The men whom it trains are men of the future, and, to a large extent, have the future of the country in their hands. As students, they should add to the science of the past; as teachers, they should train youth to the highest intellectual capacity and achievement, as well as to the noblest impulses and perfection. The higher education should aim at intellectual culture, and respect remote, rather than immediate, results.

We desire to make our undergraduate departments preparatory for university classes and schools. A high tone of practical ethics should be enforced by the college discipline and the college life. To form the character is a legitimate end of education of every kind, and the higher its rank, the more important is it that its moral and religious results should be the best conceivable. We hold that the earnest and Christian daily worship of a college household elevates and invigorates the community, even though, to some extent, it may be unconscious of this influence. In the light of our past history and what are to be the pressing demands of this country, we assert the opinion that Yale must and will be forever maintained as a Christian university.<sup>1</sup>

#### GROWTH INTO A UNIVERSITY.

On March 23, 1872, the corporation voted—

Whereas Yale College has, by the successive establishment of the various departments of instruction, attained to the form of a university:

*Resolved*, That it be recognized as comprising the four departments of which a university is commonly understood to consist, viz: The departments of theology, of law, of medicine, and of philosophy and the arts.

*Resolved*, That the department of philosophy and the arts be recognized as comprising, in addition to the school of the fine arts, the three faculties which severally instruct the members of the university who are prosecuting their studies as candidates for the degree of Ph. D., the degree of A. B., or the degree of Ph. B.<sup>2</sup>

So with President Porter Yale became a university in fact, although not in name till after his retirement. Cost of instruction and of living had greatly increased since the early days, and in 1871, though the

<sup>1</sup> Inaugural address, p. 27.

<sup>2</sup> Yale Book, I, 161.

citizens of New Haven had given \$900,000 in the previous twelve years, yet, according to Prof. Dana, Yale needed at once \$785,000. That same year there was a deficit of \$5,000, and the general fund was sorely taxed to pay the current expenses of the college. As a sample of the increase in expense, it may be mentioned that the expenses of library, treasurer, and catalogues had increased from \$450 in 1831 to \$9,000 in 1870. Yale was making the money given it go further "than the public had any right to expect,"<sup>1</sup> but it was sorely pressed. The library fund only yielded \$1,800, and was very insufficient. It is true many valuable gifts had been given, but these were chiefly for special purposes, and then, as now, rather drew from than added to the general fund, which in all only amounted to \$127,000. Endowments in many professorships and increase in the endowment of nearly all were needed. New buildings, such as a chapel and laboratories, were much wanted. It was felt that "to stop short, while others are advancing, is to fall hopelessly in the rear," and no Yale man could endure that. Among the professional schools, the theological one was only fairly well endowed. The law school was in debt to the college, had few students, and no permanent instructors. It had absolutely no funds and a poor library. The medical school in all had property of less than \$22,000.<sup>2</sup>

Interest in Yale's needs was aroused by President, then Professor, Timothy Dwight's articles, called "The New Era," which first appeared in the *New Englander*, and were then bound in book form. The representatives of the various faculties of the university issued a pamphlet called "Needs of the university," Prof. Dana, one showing the relations of the college proper and the scientific school to the university, and in all these ways much interest was aroused.<sup>3</sup>

At the commencement in 1871, the Alumni Association adopted this resolution as a result of these facts:

That a fund of \$500,000 be raised, to be called the Woolsey fund, and to be placed at the disposal of the corporation of Yale College for any purposes connected with the university, and that, in order to carry this resolution into effect a committee of ten be appointed, with power to increase its number to a number not exceeding fifty.

The committee went to work by sending to every alumnus circulars asking for money, and its work was quite successful until the financial crisis, which occurred about that time, hindered its operations. It was not entirely successful, yet raised \$168,000, which was a most welcome addition to the funds of the university.<sup>4</sup>

Much of the credit of Yale's financial administration is due to the late treasurer, Mr. Henry C. Kingsley, a son of Prof. J. L. Kingsley. He took the position in 1862 and held it till his death in December,

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<sup>1</sup> *Nation*, 12, 379 (1871).

<sup>2</sup> "Yale College; Needs of the university suggested by the faculties to the corporation, the graduates, and the benefactors and friends of the institution, 1871."

<sup>3</sup> *The Academic College and the Scientific College at New Haven, in their Relations to the University*, 1870.

<sup>4</sup> Dexter, *Yale University*, p. 81.

1886. Through his wise, prudent, and sagacious management the college always came near to making both ends meet, even in the worst years, and confidence in him was an important factor in the increase of the invested fund, from about \$700,000, when he took office, to over \$2,000,000 when he died.<sup>1</sup>

#### INCREASE IN ENDOWMENTS.

In 1873, Mrs. Samuël Miller, of New Haven, founded the Douglass fellowship with a gift of \$10,000. It is in memory of her brothers. Rev. Sutherland Douglass (Yale College, 1822) and Geo. H. Douglass (Yale College, 1828). It may be held by a recent graduate for not over three years.<sup>2</sup> The same year \$1,000 was left Yale by H. W. Scott (Yale College 1863), from which are given the Scott prizes of \$30 in books for excellence in French and German to members of the junior and senior classes respectively.<sup>3</sup> In 1874, \$25,000 were left by Harry W. Foote (Yale College, 1866), for graduate scholarships.<sup>4</sup>

In 1877, Mrs. William A. Larned gave \$15,000 to furnish three scholarships for graduates; she also endowed the chair of American history with \$10,000, gave \$5,000 for instruction in music, and \$5,000 for purchase of books in English literature for the library.<sup>5</sup>

In 1875, Mrs. Theodosia D. Wheeler gave \$10,000 for a fellowship to be held by a graduate. It was given in memory of Yale's sons who fell fighting for the Union, and especially of William Wheeler (Yale College, 1855). The holder is generally one who has shown special proficiency in Greek. About the same time a fund of \$3,000 was established for a fellowship bearing Silliman's name. It is held by a graduate who has attained distinction in natural science.

In 1878, Dr. T. Dwight Porter (Yale College, 1816) gave real estate in New York City, which, with additional gifts a year or two later, amounted to \$115,000,<sup>6</sup> partly unproductive and encumbered with an annuity to his daughter. The main part of the income is used for professors' salaries.

In 1879,<sup>7</sup> Dr. C. L. Ives left \$10,000 for beneficiary education at Yale. In 1878, a gift, estimated at \$45,000, was made by Mr. and Mrs. Frederic W. Stevens. This is called the Thacher fund, and is for a new professorship of Latin.<sup>8</sup>

In 1880, Daniel Coit Tyler, M. D. (Yale College, 1825,), left \$100,000 to the university funds, subject to two annuities. Hon. James Knox (Yale College, 1830) left a contingent bequest of \$30,000, which was

<sup>1</sup> Dexter, Yale University, p. 94.

<sup>4</sup> Yale in 1874, p. 5.

<sup>2</sup> Yale in 1873, p. 3.

<sup>5</sup> Yale in 1877, p. 4.

<sup>3</sup> Yale in 1873, p. 5.

<sup>6</sup> With other gifts and some from his brother it amounted to \$212,500 (Yale in 1880, p. 5). Dexter, Yale University, p. 84. Yale in 1878, p. 6.

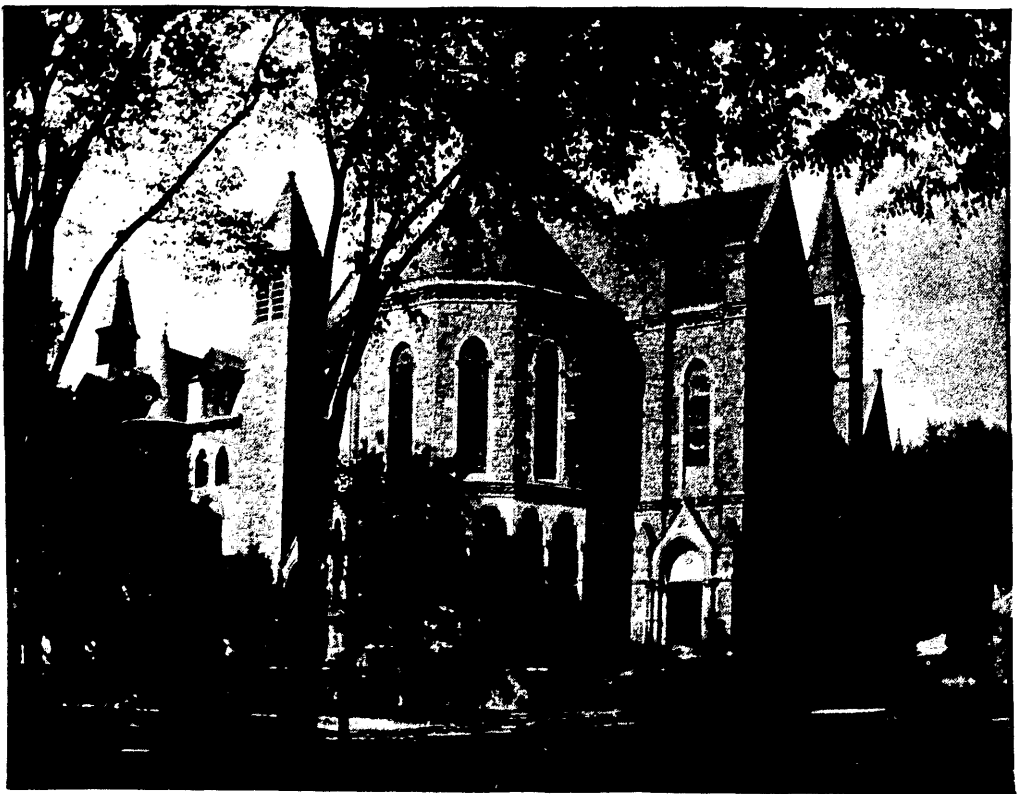
<sup>7</sup> Yale in 1879, p. 6.

<sup>8</sup> Yale in 1878, p. 6.





KENT AND SLOANE LABORATORIES—YALE UNIVERSITY.



BATTELL CHAPEL—YALE UNIVERSITY.

received the same year and added to the university funds. Also, in 1880,<sup>1</sup> Lucius Hotchkiss left \$10,000 for beneficiary education. In 1884 Dr. S. Wells Williams left \$5,000 for the endowment of the professorship of Chinese, or for education of Chinese youth at Yale.<sup>2</sup>

In 1885, Augustus Silliman left \$75,000 for the foundation of a course of lectures to be delivered to the whole university. The same year a legacy of \$15,000 came to Yale from Pelatiah Perit (Yale College, 1802), and was used for endowing the professorship of political economy. About the same amount came about the same time from another legacy from William B. Bibbins<sup>3</sup> (Yale College, 1845).

Henry T. Morgan, of New York, left a fund which in 1886 amounted to about \$85,000, and was then applied to beneficiary scholarships.<sup>4</sup>

BATTELL CHAPEL, SLOANE AND KENT LABORATORIES, AND LAW-  
RANCE HALL.

In 1864, Joseph Battell gave \$30,000 for a college chapel. To this \$10,000 was added by W. E. Dodge and \$5,000 more by others. Work was begun in 1874, and then Mr. Battell died, leaving \$50,000 more, which enabled the corporation to enlarge the plan. Mr. Battell was a son of a Connecticut merchant. Himself a graduate of Middlebury College, he was in his tastes and habits a scholar, although occupied with a large and manifold business. Battell Chapel is situated between Farnam and Durfee, at the northeast corner of the campus. It was opened June 18, 1876, with a sermon by President Porter.<sup>5</sup> It is built in the form of a cross, and will seat 1,150. The material is rough brown New Jersey limestone. On the outer wall, on Elm street, are two escutcheons with the arms of the State and college.<sup>6</sup> The chapel is arranged so that the different classes sit together on the ground floor, while the galleries are occupied by the faculty's families and by strangers. Of late years the great increase of students has made it necessary to put many of them in the galleries, and the chapel seems likely to become soon too small for the needs of Yale. It has many beautiful memorial stained glass windows in honor of men long connected with the college as professors or presidents.<sup>7</sup>

<sup>1</sup> Yale in 1880, p. 5.

<sup>2</sup> Yale in 1884, p. 11.

<sup>3</sup> Yale in 1885, p. 5.

<sup>4</sup> Dexter, Yale University, p. 84. Yale in 1886, p. 10.

<sup>5</sup> Fifteen years in Chapel, 58 (N. Porter).

<sup>6</sup> Scribner, II, 777.

<sup>7</sup> Connecticut window on north side; middle window of apse, presidents down to Day; other windows of east side to Berkeley and Edwards. In west side, Woolsey window. In nave, windows to Silliman, Kingsley, Goodrich, Taylor, Fitch, Olmsted, Herrick, Larned, Stanley, Hadley, and Williams. Brass tablet to Battell and Mrs. Larned. Tablet to Cuyler and window to W. L. Andrews, two young graduates. (Yale Book, I, 287. W. L. Kingsley.)

An addition to it to accommodate the increasing numbers of students is now (1893) in progress. It is to be hoped it will not injure the beautiful proportions of the building.

Mrs. Larned gave an organ for the chapel, which is worked by a hydraulic motor. It is so fine that the organist writes, "A better house or a better organ for holy music could not be built." Its range is  $4\frac{3}{4}$  octaves; it has three keyboards and a pedal board of  $2\frac{1}{2}$  octaves, 56 stops, and 2,354 pipes.<sup>1</sup>

In the tower of Battell is the college clock, and a set of chimes which strike each quarter hour.

In 1881, the sewers and drains of the campus were reconstructed, at a cost of \$14,000, not because of complaint of unhealthfulness, but to guard against danger.<sup>2</sup>

In 1882, a department which had been previously much cramped was suitably provided for by the gift of the Sloane physical laboratory, built on Library street. It is the gift of Henry T. Sloane (Yale College, 1866) and Thomas C. Sloane (Yale College, 1868), and is a memorial of their father.<sup>3</sup>

In 1883, Mr. Albert E. Kent (Yale College, 1853) offered to build a chemical laboratory to give facilities for that important department, which had formerly been housed in the most unsuitable fashion. He gave \$75,000 for this building, which was built of stone in 1887, and stands on the corner of Library and High streets,<sup>4</sup> next to the physical laboratory.

In 1884, a bronze statute of Prof. Silliman, from a design by Prof. Weir, was erected on the campus.

The growing number of undergraduates made the old dormitories far too small to hold them, and to supply the want partially, Mr. and Mrs. Francis C. Lawrance, of New York, offered \$50,000 for such a building, to be called Lawrance College, as a memorial of their son,<sup>5</sup> T. G. Lawrance (Yale College, 1884). This was built so as to be occupied in September, 1887. It is built of brick, and adjoins Farnam on the south. A change of doubtful advantage was adopted in making Lawrance five stories high, instead of four, as all the other dormitories are. It was built so as to be fireproof as far as possible, and accommodates eighty students.<sup>6</sup>

#### DWIGHT HALL.

In 1884, Mr. Elbert B. Monroe offered to erect, free of expense to the college, a building primarily for the use of the Young Men's Christian Association, and for the general religious uses of the students of the college, the management and control of the building, when erected, to be vested in the corporation.<sup>5</sup> The proviso was added that the building

<sup>1</sup>Yale Book, II, 479. (G. J. Stoeckel.)

<sup>2</sup>South middle was also renovated. Yale in 1882, p. 5.

<sup>3</sup>Dexter, Yale University, p. 85. Yale in 1882, p. 4.

<sup>4</sup>Dexter, Yale University, p. 95. Yale in 1886, p. 4.

<sup>5</sup>Yale in 1884, p. 11.

<sup>6</sup>Yale in 1886, pp. 5-7.



LAWRENCE HALL AND CAMPUS ELMS—YALE UNIVERSITY.



DWIGHT HALL—YALE UNIVERSITY.

should be on the campus. A site was given south of Alumni Hall, and on it Dwight Hall has been erected. It takes its name from the elder President Dwight, to whom and to Frederick Marquand, who conceived the idea of the building, and as the executor of whose estate Mr. Monroe gave it, are tablets erected in the main hall. It was dedicated in the fall of 1886, and has answered its purpose superbly, furnishing a social, religious center to the university. It is built of stone, and contains on the first floor four class prayer-meeting rooms, and a large central hall, which is also used as a reading room. On the second floor there are a large hall holding some six hundred people and furnished with a fine small pipe-organ, a library of religious works, a small Bible-class room, and rooms for the general secretary of the college Y. M. C. A. Two other students have rooms on the third floor, and assist in the management of the building. It has been most beneficial to the religious life of Yale, giving it a permanent home, over whose portals is inscribed the motto, "καθηγητῆς ὑμῶν ἐστὶν εἰς ὃ χριστός."

#### THE LIBRARY.

During President Porter's time this grew greatly. In 1871 the library of Robert von Mohl, professor at Heidelberg and Tübingen, was bought for the college at cost of \$3,600, of which \$1,400 was given by W. W. Phelps.<sup>1</sup> It contained 6,000 volumes, and is rich in politics and international law.<sup>2</sup> In 1877 a gift of \$5,000 was received from Mrs. Irene Battell Larned, and other gifts made the fund increase 50 per cent, from \$32,000 in 1871 to \$55,000 in 1886. After 1874 the library had given to it the income of \$50,000 left by John Jay Phelps, of New York City, to be distributed by his son, W. W. Phelps, for the benefit of Yale. Eighteen hundred and seventy-one and 1872 saw the societies' libraries consolidated, put in the north wing of the library, and kept up since at college expense.<sup>3</sup> Of smaller gifts we notice \$2,500 from Charles H. Board, of Edenville, N. Y., for political and social science; \$1,700 from the class of 1872; \$1,000 from Thomas Hooker, of New Haven, and a bequest from Henry W. Scott, of Southbury, to be available when it should reach \$5,000. Charles A. Bristed, in 1871, gave \$100 for classical philology; Hon. Henry Farnam gave the Latin and Greek Fathers, in 387 volumes, and \$1,000 in 1873. G. P. Wetmore, of Newport, R. I., gave \$700. Prof. Marsh and Frederick W. Stevens, of New York, gave \$500 each for Chinese and Japanese literature.<sup>4</sup> The library increased to 120,000 in 1880, and 160,000 in 1887. George Brinley, of Hartford, the collector of Americana, left at his death, in 1879, the privilege of purchasing at the sale of his books<sup>5</sup> to the sum of \$10,000. In 1883 the late Joseph J. Cooke, of Providence, R. I., made a similar grant to the

<sup>1</sup> Yale Book, I, 186 (A. Van Name).

<sup>2</sup> Nation, 12, 126.

<sup>3</sup> Dexter, Yale University, p. 87.

<sup>4</sup> Yale Book, I, 187 (A. Van Name).

<sup>5</sup> Yale in 1879, p. 18.

amount of \$5,000.<sup>1</sup> One thousand one hundred Chinese books from Dr. S. Wells Williams's library were given after his death by his son, and Rev. James T. Dickinson (Yale College, 1826) left the college some 1,600 books. In 1885, Joshua Coit (Yale College, 1819) left \$2,500 for the library, and Clarence Campbell (Yale College, 1872) left \$3,000 for it.<sup>2</sup>

In 1883, in memory of Loring W. Andrews, a student at Yale, his father gave a library of text-books and manuals of reference for the use of students of small means in the college proper.<sup>3</sup> A collection of coins was in the possession of Yale for some time, but was small, till increased by gifts from T. H. Johns, of Canandaigua, N. Y.; Thomas Wyatt, Miss Sarah M. L. Street, Henry Champion, Dr. Andrew F. Pratt (Yale College, 1847), and C. Wyllys Betts. It has been hidden away in some dark recess, but will have a suitable place for exhibition in the Chittenden Library.<sup>4</sup> It was catalogued and arranged by Dr. Jonathan Edwards (Yale College, 1863).

#### CURRICULUM.

This experienced great changes and reached its present condition in 1884 and 1885. It has given the Yale graduates the reputation of being "ready and thorough."<sup>5</sup> In 1878, a writer states:

At Yale, students and graduates regard the instruction in international law and history, Greek, political economy, and in several branches of science, as of peculiar excellence.<sup>6</sup>

In 1874, the faculty was authorized to put French or German in the entrance examination, but did not do so till ten years later. In 1876, the elective system was extended so as to cover the afternoon exercises of junior and senior years.<sup>7</sup> From 1870, the classics have been optional after the beginning of junior year. In 1869, an important change was made, by dividing the lower classes according to standing and not according to the alphabet. This plan has worked very successfully.

In 1884, the present plan of electives was put into operation and seems to work as well as any that could have been devised. Under it ancient languages, mathematics, and either French or German are required and compose most of the work of the first two years.<sup>8</sup> In junior year, the student is allowed to select the subjects of ten of the fifteen required hours of recitations, the rest being in logic, psychology, and natural sciences. In senior year, thirteen hours are elective, and the required work is in mental and moral philosophy. A system of special honors was also devised by which a student who, taking six hours a week

<sup>1</sup> Yale in 1883.

<sup>2</sup> Yale in 1885, p. 26.

<sup>3</sup> Yale in 1883, p. 5.

<sup>4</sup> Yale Lit. Mag., 25, 358; Yale in 1874, p. 19.

<sup>5</sup> Thwing, *American Colleges*, pp. 23-25.

<sup>6</sup> Thwing, *ante*.

<sup>7</sup> Yale in 1870, p. 8.

<sup>8</sup> In the fall of 1893 Sophomores are to be allowed to choose five out of the following six subjects: Latin, Greek, Mathematics, English, German, and Physics.

in a given class of subjects for one or both of the last two years, doing creditable work and presenting an acceptable thesis obtains special mention. The marking and rank of students, further than what can be judged from class-room division, are unknown till Christmas of junior year. After that the junior appointments appear, giving the relative standing of all whose marks are above a certain standard and usually including two-thirds of the class. According to immemorial custom, these are divided into classes ranking as follows: Philosophical orations, high orations, orations, dissertations, first disputes, second disputes, first and second colloquies. A similar list is published just before graduation, based on the marks for the whole course.

In 1876, an experiment was tried of having entrance examinations out of New Haven; then there was an examination at Chicago. This proved successful; in 1880, San Francisco and Cincinnati were added; in 1882, Andover; and since then several others, so that an attempt to enter college is rendered as convenient as possible. Of late years it is allowed to divide the entrance examinations and take half in each of two successive years.

#### PROFESSORS.

In 1871, J. W. Gibbs was made professor of mathematical physics, and A. W. Wright of chemistry and molecular physics. In 1872, Franklin Carter was made professor of German, which place he resigned in 1881 to become president of Williams College. In 1872, also, W. G. Sumner was called to the chair of political and social science; the new professorship of American history was filled by F. B. Dexter, which place he held till 1888, when George B. Adams succeeded him; Tracy Peck came from Cornell to become professor of Latin in 1880. The long vacant Kent professorship of law was filled in 1881 by Hon. E. J. Phelps, late minister to England. The same year, Rev. G. T. Ladd became professor of mental philosophy. In 1871, E. L. Richards; in 1881, A. W. Phillips, and in 1882 William Beebe were made assistant professors of mathematics. H. A. Beers was made professor of English in 1874, and E. S. Dana assistant professor of natural philosophy in 1879. That same year F. D. Allen was called to fill the place of Hadley, that "profound and versatile scholar" who introduced Roman law to Americans. Prof. Allen stayed only a year and T. D. Seymour, the Homeric scholar, succeeded him. In 1879, W. I. Knapp took the chair of modern languages.<sup>1</sup> In 1877, Rev. W. M. Barbour, formerly of Bangor Theological Seminary, became professor of divinity, which post he resigned in 1887 to become principal of the Congregational College of McGill University.<sup>2</sup> The new chemical laboratory necessitated a separate teacher of chemistry, and F. A. Gooch was appointed in 1886.

<sup>1</sup> He left to accept a chair in Chicago University in the fall of 1892.

<sup>2</sup> Dexter, Yale University, p. 85.

As to original research, Prof. Seymour wrote, in 1882:

Profs. Packard and Peck assign special investigation to their graduate students, but do not find the undergraduates so ready, as they would desire, for such work. Occasionally a student is ready to undertake an original investigation. He is always (supposing his fitness for the work) encouraged and aided.<sup>1</sup>

#### POST-GRADUATE WORK.

As has been mentioned, in President Porter's time, the number of graduate scholarships was increased from seven to seventeen. A proportionate increase of students followed. In 1874, the old practice of conferring master of arts in course was changed for a system of giving the degree on examination and after one year's post-graduate study, provided the candidate be a graduate of two years' standing. This plan has been very successful.

Just at the close of President Porter's time, A. T. Hadley was made professor of political science in the university and Dr. William R. Harper professor of Semitic languages.<sup>2</sup> Of especial excellence for graduate work are the courses in mental philosophy and in "political science and history," the last of which is frequently known as the "Yale school of journalism" and is partly responsible for the fact that more of Yale's graduates follow that profession than those of any other college.<sup>3</sup>

#### PROFESSIONAL SCHOOLS.

In 1879, the course in the medical school was made one of three years with written examinations. Development was made in chemistry, histology, physiology, and pathology, though the number of students continued small and rather decreased. In 1873, Dr. David P. Smith, of Springfield, Mass., was made professor of surgery. He died in 1880, leaving his library and instruments to the school, and provision for the ultimate endowment of a professorship. His death was a great loss to the school. Dr. Lucian S. Wilcox, of Hartford, was made professor of theory and practice of medicine in 1877 and died four years later. Dr. W. H. Carmott was professor of diseases of the eye and ear from 1879 to 1881, when he took the chair of surgery.

In 1883, Dr. C. A. Lindley took Dr. Smith's chair.<sup>4</sup> In 1880, Dr. F. E. Beckwith became professor of obstetrics and Dr. James K. Thacher professor of physiology in 1879. Dr. Sidney I. Smith was made professor of comparative anatomy in 1875. In 1883, Dr. Thomas H. Russell became professor of materia medica and therapeutics; in 1885, Dr. Henry E. Smith professor of chemistry; 1886, Dr. James Campbell professor of obstetrics, and in 1888, Dr. S. W. Williston professor of anatomy.<sup>5</sup>

<sup>1</sup> U. S. Bureau Ed. Rept., 1882-83, p. CXLIV.

<sup>2</sup> He left to organize Chicago University in 1891.

<sup>3</sup> Yale and City of Elms, p. 56 (Ducrow).

<sup>4</sup> He was transferred from the chair of materia medica and therapeutics.

<sup>5</sup> Dexter, Yale University, p. 92.



In 1889, the Connecticut Pharmaceutical Society suggested that a school of pharmacy should be established in connection with the medical school. Dr. John De Forest, of Watertown, Conn., a generous benefactor of the college, in 1878 gave \$5,000 to the medical school.

In 1885, the Connecticut<sup>1</sup> Medical Society gave up its share in the government of the school, which now is under the entire control of the university. Its crying need is an endowment of half a million to put on a permanent basis this school, the first in the country which advocated higher professional education.<sup>2</sup> In 1878, Mrs. Mary M. Keese left \$2,000 in memory of her son, Hobart Keese, M. D., the income of which is to be used for a prize for the best thesis from the graduating class.

The growth<sup>3</sup> of the divinity school was continuous and uninterrupted. In 1873, the increased number of students demanded increased accommodations, and West Divinity Hall was built, a counterpart of East Divinity, but holding more students, as it has no lecture rooms. It cost \$160,000, of which one-half was given by that generous benefactor, Frederick Marquand. He also gave \$10,000 more for various purposes of the department. Among other generous contributors to the new building were Hon. Charles Benedict, of Waterbury, \$10,000, and Rev. Henry Ward Beecher, Eli Curtiss, esq., Hon. James E. English, John De Forest, M. D., Hon. Henry Farnam, and Wells Southworth, who each gave \$5,000.<sup>4</sup>

Mrs. Mary A. Codman, a colored woman of New Haven, left her whole savings, amounting to \$3,069, for the aid of colored young men preparing for the ministry at Yale divinity school.<sup>5</sup>

When West Divinity Hall was built, a place was reserved in it for the valuable library of music and musical works belonging to Dr. Lowell Mason and presented by his family.<sup>6</sup> In some respects it is the most complete library of the sort in America, containing nearly 10,000 publications. One-half of the works are on sacred music.<sup>7</sup>

In 1876, a graduate fellowship was founded, called the Hooker Fellowship, in memory of Mrs. Aurelia D. Hooker, of New Haven. It yields \$700 and is tenable for two years. In 1879, Asa Otis, of New London, left \$25,000 to the school, and soon after Henry Winkley, of Philadelphia, gave \$50,000 to establish a professorship of biblical theology, to which chair Prof. John E. Russell was called in 1885, and held it till

<sup>1</sup> In 1879 the charter was amended, doing away with free county students. (Yale in 1879.)

<sup>2</sup> Yale in 1885, p. 16.

<sup>3</sup> An article on "Law of Mortality" among former members of the Yale divinity school in 1873, by H. A. Newton (*New Englander* 32, 303), shows that the average age at graduation was from 24 to 31, and that the mortality, compared with other classes of men, was greater till the age of 32, equal till 41, and then less.

<sup>4</sup> Yale in 1874, p. 8.

<sup>5</sup> Yale Book, II, 53 (G. E. Day).

<sup>6</sup> Yale Book, II, 26 (G. P. Fisher).

<sup>7</sup> Yale Book, II, 479 (G. J. Stoeckel).

the spring of 1889, when he left to become a professor at Williams College. In 1881, a fourth year or graduate class was begun, consisting of seven. This class has proved very successful, pursuing work in advanced lines.

In 1881, the Bacon Memorial Library was built, to contain the reference library given by Mr. Henry Trowbridge, at a cost of \$10,000. This building connects Marquand chapel with West Divinity and fronts on Elm street.<sup>1</sup>

In 1885, an additional sum of \$150,000 was added to the general fund of the department, of which the estate of Frederick Marquand gave \$50,000, and Rev. Lewis G. Brastow was called as professor of homiletics and the pastoral charge, instruction in which had been given by Prof. Barbour since Prof. Hoppin's resignation in 1879.<sup>2</sup> In 1886, Rev. George B. Stevens, D. D., was chosen professor of New Testament literature, and Prof. Harper assumed the instruction in Hebrew.<sup>3</sup> The school has drawn students from the most widely separated parts of the country, and has had a share incalculably great in the evangelization of America. The far West is covered with "home missionaries from Yale."

The law school took a new lease of life under President Porter. After Governor Dutton's death, in 1869, three of the New Haven bar—Judge W. C. Robinson, Hon. Simeon E. Baldwin, and Johnson T. Platt, esq.—were put in charge of the school temporarily, and the arrangement was made permanent, in 1872, by making them full professors, on account of the great success they had already obtained. Hon. Francis Wayland was added as professor in 1872. They thoroughly reorganized the law school and made it worthy of Yale. In 1872, the school came into possession of spacious apartments on the third floor of the north wing of the new county court-house, and, in a short time,<sup>4</sup> \$25,000 were subscribed by friends for the library, and \$10,000 for a permanent fund for buying books were given by Gov. English. The rooms in the court-house were given the school, on condition that the library be open to the bar, and that lawyers have the right to take books to the courts.<sup>5</sup> A comprehensive course of two years, with written examinations, was adopted in 1873, and entrance examinations were required since 1875. In 1875, the first public commencement was held, and a course of annual lectures begun by the Kent Club, an organization of the students. In 1876, the first real experiment in America in advanced education for lawyers began at Yale.<sup>6</sup> A course of two years was established, and the degree of M. L. given after one year, and that of D. C. L. after two. Hadley taught Roman law until his death, and, in 1876, Theodore S.

<sup>1</sup> Dexter, Yale University, p. 73.

<sup>2</sup> Yale in 1885, p. 14.

<sup>3</sup> Yale in 1886, p. 13.

<sup>4</sup> Dexter, Yale University, p. 91.

<sup>5</sup> Woolsey's address at 50th anniversary. The library has now full sets of Irish, English, and American reports.

<sup>6</sup> Yale Book II, 90 (F. Wayland).



**COURT-HOUSE AND CITY HALL, YALE LAW SCHOOL.**



**EAST DIVINITY, MARQUAND CHAPEL, BACON LIBRARY, AND WEST DIVINITY—YALE UNIVERSITY.**

Woolsey, a son of the president, took his place in teaching international law.<sup>1</sup> In 1881, W. K. Townsend, esq., was made professor of pleading. In 1880, Hon. Lafayette S. Foster left \$60,000 to the school, subject to a life interest, and endowed the professorship of common law, this being the first endowed professorship.

In 1871, Hon. Marshall Jewell established a prize of \$50 for the member of the graduating class receiving the highest marks at final examination; a corresponding prize for juniors was established in 1875 by Frederic H. Betts. In 1874, Hon. James M. Townsend established a prize of \$100 for the senior writing and pronouncing the best oration or thesis at graduation, and in 1885 Hon. Origen S. Seymour established a prize of \$60 for the student making most improvement during the course.

#### SHEFFIELD SCIENTIFIC SCHOOL.

In 1870, President Eliot, of Harvard, said the Sheffield Scientific School was "at once an epitome of the past history of scientific institutions and a prophecy of the future."<sup>2</sup> President Porter said of it about the same time:

The Sheffield Scientific School contemplates a definite and orderly scientific and literary training for the first year in common studies, and for two years following, in special departments of study and research. Its friends claim that in connection with the classical department it enables Yale College successfully to accomplish the ends proposed by the elective system, without its disadvantages. It has done not a little for higher education. It has attracted a large number of the graduates of the college and put them upon a post-graduate course, giving them the advantages of both the classical and scientific courses and making a reality of thorough university studies. It has certainly done its share as a constituent of the so-called department of philosophy and the arts.<sup>3</sup>

On May 5, 1872, after Prof. Gilman left, Prof. Brush was chosen executive officer of the school, from the "universal feeling among his associates that whatever success it had gained was due to him more than to any other single agency."<sup>4</sup> This post he still holds. In 1873, Prof. J. E. Clark was called to the chair of mathematics. Two years later, W. G. Mixter became professor of chemistry, and J. I. Smith of comparative anatomy. - In 1872, Gen. Francis A. Walker became professor of political economy and history. He resigned in 1880 to take the presidency of the Massachusetts Institute of Technology at Boston, and was succeeded by H. W. Farnam. In 1877, A. J. Dubois was made professor of dynamical engineering, and in 1884 was transferred to the chair of civil engineering, Charles B. Richards succeeding him in his former chair. In 1882, R. H. Chittenden became professor of physiological chemistry, and in 1883 Prof. William A. Norton, who had been so long connected with "S h ," died. C. H. Hastings was made professor of physics in 1884.

<sup>1</sup> Dexter, Yale University, p. 91.

<sup>2</sup> Rept. Com. Ed., 1870, p. 98.

<sup>3</sup> Am. Coll. and Am. Pub., p. 261.

<sup>4</sup> Yale Book II, 105 (T. R. Lounsbury).

In 1882, Mr. Sheffield died, leaving the school one-seventh of his property and the reversion of the whole of his real estate adjoining the school, on the expiration of the lives of his wife and son. This property in 1889 came into possession of the school on the death of Mrs. Sheffield and an agreement made with her son, Mr. G. St. J. Sheffield. The aggregate of Mr. Sheffield's gifts to the school which bears his name must amount to over \$700,000.

#### THE ART SCHOOL.

In October, 1871, Mrs. A. R. Street gave \$25,000 to endow a professorship of drawing, and J. H. Niemyer, the present incumbent, was called to the chair. In 1879, Rev. J. M. Hoppin was transferred from the divinity school to the art school, and is now professor of the history of art. Frederic R. Honey is the instructor in geometry and perspective, and Dr. John P. C. Foster (Yale College, 1869) the instructor in anatomy.<sup>1</sup> In 1873 casts of the Ghiberti Gates at Florence were given by friends of the school, and other additions have been made from time to time. In 1878 Mrs. Street died; her gifts and those of her husband to Yale amounted to \$411,437.97, of which \$317,882.50 went to the art school.<sup>2</sup> There has been constant endeavor to make the school, as the founder wished, a factor in the undergraduate course and to cultivate the artistic taste of all the students.<sup>3</sup> To the special student of art, it aims "to embrace a wide field of usefulness in connection with the knowledge and promotion of art, and to offer every facility to the student both in the way of criticism and technical discipline."<sup>4</sup>

In 1885, the income of \$200, as a prize, was given in memory of Ethel Childe Walker.

#### STUDENT LIFE.<sup>5</sup>

In religious work, Yale men are not slothful. The old Missionary Society, founded in 1817, is long since dead; but an active Y. M. C. A. was organized in 1819. In 1853, the proportion of church members to the total number was as 1 is to 4, and in 1876 it had increased so to be as 2 is to 5.<sup>6</sup> In 1869, the Episcopalian students organized the Berkeley Association, before which an annual sermon is preached.<sup>7</sup> Mission schools are largely taught by students. Bethany Mission, founded in 1864, is on Oak street, and is entirely under student management. The students furnish teachers for the North Church mission and for the Dixwell Avenue Congregational Sunday school (colored). A boys' club

<sup>1</sup> Yale Book II, 144 (J. F. Weir).

<sup>2</sup> Yale in 1878, p. 11. It is rather a pity that the name Street was not incorporated in that of the school.

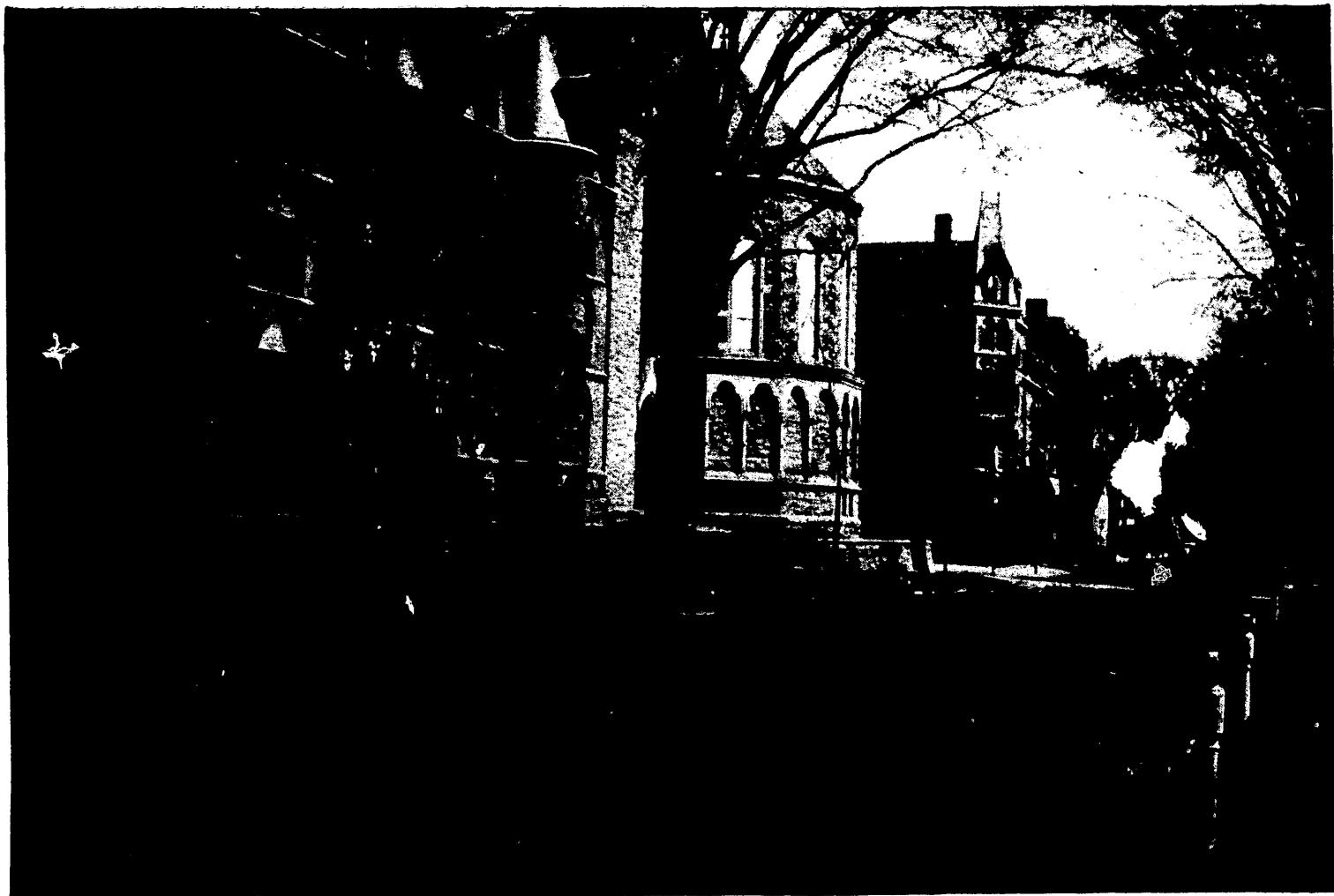
<sup>3</sup> Dexter, Yale University, p. 90.

<sup>4</sup> Yale, Book II, 144 (J. F. Weir).

<sup>5</sup> "Social Life at Yale University," A. E. Jenks, Lippincott, 40, 290.

<sup>6</sup> Thwing Am. Colls., p. 62.

<sup>7</sup> The Catholic Club and the Oxford Club of Methodists were organized in 1889.



COLLEGE STREET—YALE UNIVERSITY.

is maintained by the Freshman class, having been established by the class of 1892, and the Grand Street mission was opened in 1888, which has done great good among the poor of that section of New Haven. Class prayer meetings are held Sunday noons and Wednesday evenings, and university meetings on Sunday evenings, all in Dwight Hall.

The Yale Record began to be published as a weekly in the fall of 1872, and in 1876 became a biweekly, together with the Courant.<sup>1</sup> In 1886 it changed its character from a literary periodical to an illustrated one of a lighter type, succeeding the short-lived Quip, published in 1885. It is quite popular in its new form, and is similar to "Life." The Yale News, a daily paper, was begun by anonymous students in 1878. It is now one of the most prosperous, successful, and popular of the college papers.

On February 14, 1885, through the efforts of B. K. Heaton, was founded the Yale Coöperative Society. It has a store in South Middle, and furnishes members with a free telephone, sells goods at almost wholesale prices, attends to checking baggage, hiring carriages, and delivery of college papers. Connected with the society are associated tradesmen, who promise to give a certain discount on goods sold to members, gaining increased trade in return. These give bond for \$100 to actually give the discount agreed upon. In the first year its student members saved on the average \$10.89, and the business of the store yearly is from \$10,000 to \$15,000. The price of the ticket is \$2 per year, and the "Coöp." is a great success.<sup>2</sup>

The society system did not change much in President Porter's time. In 1884  $\Phi B K$  was revived and Wolfshead organized. To fill the place of the abolished sophomore societies *H. Βουλη* was organized in 1875 and *H. Φ.* in 1879. Both are prosperous, and, having been maintained *sub rosa* for years, were recognized by the faculty in 1888. *B X* was a short-lived rival about 1883. *A Δ Φ* was revived as a four years' society, the first of its kind at Yale, on January 27, 1888. It has since been prosperous and successful. The general convention of the fraternity met with the Yale Chapter in 1889. Its revival was followed by the revival of  $\Phi \Gamma \Delta$  as a university society, with a chapter house on Wooster square,<sup>3</sup> and the founding of *Z Ψ* as a junior society.  $\Sigma N$  was also established as a university society in 1889 and died in 1892. The Waite Chapter of  $\Phi \Delta \phi$  was established in the Yale law school in 1886. It is sometimes known as Corby Court.

The secret-society system of "Sheff." was started by the founding of a local society, Berzelius, in 1848. This has a secret hall on Prospect street, and stands high in the estimation of the students. Probably the finest chapter house in the United States was erected on Hillhouse avenue in 1888, by  $\Sigma \Delta X$ , another "Sheff." local fraternity and the

<sup>1</sup> Yale Book, I, 359 (Franklin Carter).

<sup>2</sup> Coöperation in New England (Bemis). J. H. Univ. Studies, vol. vi.

<sup>3</sup> For a year or two, about 1875, it was in existence in the Sheffield scientific school.

second in age. It is familiarly known as "Book and Snake," from the shape of its pin, or as "The Cloister," and was founded in 1863.  $\Delta \Psi$  or the "T Company," as it is familiarly known from the shape of its pin, built a fine chapter hall at the corner of College and Wall streets, in 1886. It was founded at Yale in 1869.  $\Theta \Xi$  has had a chapter in the scientific school since 1865,  $X \Phi$  since 1878,  $\Theta \Delta X$  since 1878, and  $\Delta \Phi$  since 1889. The number of students in the university increased from 682 in 1865 to 1,037 in 1880.

#### ATHLETICS.<sup>1</sup>

From 1871 to 1876 lasted the Intercollegiate Association of Boat Clubs, rowing its races at first on the Connecticut River and then at Saratoga. Yale was a member and won in 1873, but was badly beaten the other years. In 1876, on account of the unwieldy size of the association (thirteen clubs rowed in 1875), Yale left it and inaugurated the yearly boat races with Harvard, which, since 1878, have been held on the Thames. Yale has won ten of these races and Harvard seven, and they form one of the most exciting events of the college year. At various times freshmen races with Harvard and the University of Pennsylvania have been rowed. Yale has rowed the University of Pennsylvania, in the week preceding the Harvard race, for three years past.

In November, 1872, football was introduced into Yale by Rev. D. Schley Schaff, and the first games were played with twenty on a side. The next year the Football Association was organized with Princeton, Columbia, and Rutgers. In football Yale has attained a high rank and has never been beaten, save by Princeton. In baseball she has been almost equally successful. From 1879, when the Intercollegiate Baseball Association was formed, until it was dissolved in 1891, she lost the championship but once, and that to Harvard in 1885.

On May 4, 1872, occurred the first field games of the Yale Athletic Association at Hamilton Park.<sup>2</sup> Yale joined the Intercollegiate Athletic Association early, and, though for a long time she did not win laurels in field sports equal to those in other branches of athletics, she held the championship in them in 1890.

Lacrosse was played for some years with credit, but given up in 1885 from a lack of interest and a desire not to dissipate energy over too many sports.

Tennis is very popular in Yale and the University has produced some fine players. It held in 1890 the championship in singles and second place in doubles. The intercollegiate lawn tennis contests are held every fall on the grounds of the New Haven Lawn Club. In the spring of 1881 the Yale athletic field was purchased on the west bank of West

<sup>1</sup> Athletics at Yale. R. M. Hurd in *Outing*, XIII, 404.

<sup>2</sup> Yale Book, II, 451 (F. W. Brown.)



River, on Derby avenue, about a mile from the campus. It lies on a bluff and comprises about 30 acres of land. It is laid out into two baseball diamonds, a football field, a running track, and tennis courts, and contains ample space for other sports. There is a fine grand stand on the grounds and a house for dressing, etc. Since the fall of 1884 the athletic contests of Yale have been held there.<sup>1</sup>

#### EXPENSE OF COURSE AT YALE.

In 1876 it was considered that "most of the necessary expenses are less at Yale than at Harvard."<sup>2</sup> The average expenditure of Yale men is somewhat over \$800, but one can live very comfortably for from \$500 to \$600. Many scholarships are provided for those needing help and special aid is given to those preparing for the ministry. Societies at Yale are rather expensive, and tuition with incidentals has risen from \$33 in 1811 to \$155 now.<sup>3</sup>

A way in which Yale has progressed in a wrong direction lately is in largely increasing the cost of rooms. The money for the Yale dormitories was given to furnish accommodations for the students, not revenue to the college, which, though it badly enough needs the money, should not strive to obtain it by perverting gifts from their intended purpose. There is no danger that a poor man, with the aid extended to him, can not get through Yale. There is danger, as Dr. Bacon said, "not that rich men will send their sons to Yale College, but that, by the growing costliness of education at Yale, the sons of men who are only moderately rich will be repelled."<sup>4</sup>

#### PRESIDENT PORTER'S RESIGNATION.

In October, 1885, President Porter announced he would resign at the end of the college year, but would keep his professorship. This occasioned sorrow in losing him and joy that he still would remain connected with Yale. He continued teaching all the seniors until the fall of 1889, and then from failing health confined himself to elective classes until the close of 1891. He died March 4, 1892. His influence over all his students was that of a pure, noble-minded, upright Christian gentleman. As President Dwight said of him in his annual report for 1892, "He was ardent in the pursuit of knowledge, ever fresh in his activity, always ready to accept new truth, and always hopeful respecting the future. By reason of his kindly nature he won the affectionate

<sup>1</sup> Yale and City of Elms, p. 63 (Ducrow).

<sup>2</sup> Thwing, American Colleges, p. 20.

<sup>3</sup> 1852, \$39; 1856, \$45; 1866, \$60; 1870, \$90; 1875, \$140; 1887, \$150; 1891, \$155.

<sup>4</sup> New Englander, new series, iv, 520. Pres. Dwight, seeing this danger, recommended cheaper dormitories for men of moderate means in his annual reports of 1891 and 1892.

regard of his pupils and, as he won their friendship, he proved himself in many ways to be their friend. As an instructor, he was large-minded and intelligent. When he could gather his students around his study table and talk with them freely in the interchange of friendly conversation, he was in a very high degree stimulating and helpful." When he died, all his old students felt they had sustained a severe loss. His memory is a benediction to all who knew him.

The corporation met in May, 1886, and chose Prof. Timothy Dwight of the Divinity School as his successor. On July 1, 1886, the second President Dwight was inaugurated. It was in no small measure due to his own efforts, that President Porter could say:

The services of this college for the kingdom of Christ in our own country have been conspicuous. Yale College, during all of the present century, has been preëminently a college for the whole nation. Its undergraduates at times have represented almost every State in the Union, and there it not a State now in the Union in which they are not to be numbered, in some by scores, in others by hundreds.<sup>1</sup>

President Dwight, the elder, in 1814, said of Yale what might be repeated to-day almost without altering a syllable:

There is not a legislature, a court, a congregation, a town meeting, nor even a fire-side, which, however insensible of the fact, does not share in these benefits. From this fountain flow, circuitously indeed, but really and ultimately, the laws of the State and its jurisprudence; the rules which form its happy society and the doctrines and precepts which are inculcated in its churches. He, therefore, who is a benefactor to an institution of this kind, becomes a benefactor to his country and to all the generations by which it will hereafter be inhabited.<sup>2</sup>

Or, as Trumbull earlier put it,

Thus o'er the happy land shall genius reign  
And fair Yalensia lead the noble train.<sup>3</sup>

#### HARVARD AND YALE.

A comparison of these two, the oldest of the large colleges of the country, almost forces itself upon one, and is most interesting. The early history of the colleges was closely interwoven. As we have seen, part of Hopkins's gift went to Harvard and both Eaton and Saltonstall gave money to "the college in ye Bay."<sup>4</sup> On the other hand, Yale's founders were Harvard men, her first five presidents were from that college, and up to 1780 there was always at least one Harvard man on the corporation.<sup>5</sup> Then came a period of comparative separation; but now the two have once more intimate relations, both in the field of athletics and that of scholarship.

<sup>1</sup> Fifteen Years in Chapel, p. 25.

<sup>2</sup> Dwight Travels, I, 175.

<sup>3</sup> New Englander, 16, 454, "Uses and advantages of the fine arts," 1780, commencement oration.

<sup>4</sup> Barnard's History of Education in Connecticut.

<sup>5</sup> J. L. Kingsley, p. 46.

In one field, that of polite literature,<sup>1</sup> Harvard confessedly excels. Charles Dudley Warner said of this, some years ago, "Harvard, in its graduates as well as in its professors, is conspicuous in literature." Yale's graduates "are distinguished in law, in politics, in business and in the pulpit. But, as a rule, these men have lacked literary accomplishment and literary taste."<sup>2</sup> He attributed this to lack of interest in literature in the government of Yale. But it has been pointed out that this is but a partial reason, and other causes have been at work. Among them, probably, is the fact that Yale's men have come so largely from the West and South, which have been unfavorable to literary production; the first, because of its rudeness due to its recent settlement; the second, because of the depressing power of slavery on masters as well as slaves. Furthermore, we must remember that Harvard, in the last half century, has occupied the place that Yale did in the Revolution, as to literature, and that, with the passing away of Harvard's cluster of great names, the scale again seems to descend on the side of Yale. Certainly great advance in literature has been made there of late years, so that the literary idea, always high enough, has been deepened and broadened.<sup>3</sup> In science of all kinds and scientific works, Yale and her professors yield the palm to no other college.<sup>4</sup>

Another difference between Yale and Harvard is in the centrifugal force of the former.<sup>5</sup> Gathering her students from all States, she sends them forth all over the country at their graduation. As a consequence of this, the literary men from Yale have not formed a school, since the time of the Revolutionary Pleiades. Harvard is not so cosmopolitan and, drawing a far larger number of students from close at hand, has not pressed out into new territory. Yale has, and results of this may be seen in the many college presidents this "Mother of Colleges" has sent forth and in the fact that so many of our colleges are managed according to Yale models. The influence of Yale differs from that of Harvard "*toto cælo*." Yale has kept a severity in her training, has sought for discipline more than culture, power more than grace, truth more than pleasure. Her scholars have been noted for exact and thorough learning wherever they go.<sup>6</sup>

<sup>1</sup> Still Yale can count such authors as Pierpont, Hillhouse, Cooper (he did not graduate), Percival, Willis, Bushnell, Judd (author of Margaret), Bristed, Winthrop, Mitchell, and Stedman (Scribner), 11, 781.

Thwing, in Forum, xv, 499, attributes this to the influence of Boston and to the influence of Longfellow, Lowell, and E. T. Channing as teachers of English. He also attributes the greater number of physicians among Harvard graduates to the influence of their medical school.

<sup>2</sup> Nation, 25, 135 (1877).

<sup>3</sup> Yale Lit. Mag., 25, 298 (1860).

<sup>4</sup> New Englander, 28, 306 (1869), for list of then recent works by Yale men.

<sup>5</sup> "Influence of Yale College on American civilization," Dr. Sprague in American Journal of Education, xi, 681.

<sup>6</sup> Scribner's, 11, 781.

Geo. Santayana, a Harvard graduate and instructor, says: "The essential object of the institution [Yale] is still to educate rather than to instruct, to be a mother of

In the religious sphere Yale holds fast, more than Harvard, to the standard of the forefathers, and "represents the new school of liberal congregationalism." But Yale is not a sectarian college; it is a Christian one, "because it is directed by Christian men in a Christian community." Yale has widened, but continues "simple, republican, and shy of ceremonies." The students of Harvard are commonly supposed to be richer than those of Yale and, being more broken up into sets and cliques, have less of that "class spirit" which has taken such deep root at Yale and has produced such grand results. It is Yale's aim to fit her students for "the hard realities of life," and if she does this she has accomplished the most important thing after all, for she has made men out of her students.<sup>2</sup>

#### THE YALE IDEAL.

Shortly after his assuming office as president, Dwight delivered an address before the *Φ B K* Society on "What a Yale student ought to be." It contains a good picture of the traits of the ideal Yale man, and some of its sentences are worth quoting:

The first element in Yale life, as I conceive of it, is a certain large-minded and fair-minded love of truth. Nearly allied to truth, and the true way of seeking it, is manliness, and the manly sense of duty I would mention as what seems to me to be a second element of the genuine Yale spirit. As I look back over the history of the graduates of this institution I think that there is nothing more marked than devotion to duty. As kindred again to this second element in the Yale spirit, I mention a third, which seems to me to have always belonged to the life of the institution—the disposition to estimate both men and things according to their true value. There is no place in the world, I am sure, where a man is judged more justly, in accordance with what he is, than here. We ask, what is the university? In as it may seem sometimes the truest sense, the university is that brotherhood to which we all belong—the brotherhood of living men—who for the time abide in these rooms and walk through these grounds, and move onward in these studies and enjoy this peculiar life. I would mention, as a fourth characteristic of the Yale spirit, that union of the intellectual and emotional elements which keeps them in due relations to each other. The spirit of this university has from the beginning been reverent towards the Christian faith and, while many may have gone through their career here without giving this faith an entrance into their hearts or controlling power over them, it has always held a supreme position and has ever summoned all who have come hither to yield themselves to its influence. Let me add that the genuine Yale

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men rather than a school of doctors. In this Yale has been true to the English tradition and is, in fact, to America what Oxford and Cambridge are to England, a place where the tradition of national character is maintained, together with a traditional learning. \* \* \* The Yale principle is the English principle, and the only right one. . . \* \* \* No wonder that all America loves Yale, where American traditions are vigorous, American instincts unchecked, and young men are trained and made eager for the keen struggle of American life." (Harvard Monthly, March, 1893, p. 95.) Thwing comments on this, "In a word, Yale seems to be more American than Harvard. Public life, politics, statesmanship represent a very important part of American life. Therefore a larger number of distinguished men of Yale do we find in statesmanship than of Harvard." (Forum, xv, p. 500.)

<sup>1</sup> Eccles. Const. of Yale College, N. H. Col. Hist. Soc. Colls., p. 441 (S. E. Baldwin).

<sup>2</sup> Yale and Harvard Fortnightly Review (1867), N. S. II, 458, G. M. Towle.

man is a gentleman—one who has the spirit of reverence for what is good, of kindness towards others, of gentleness and self-sacrifice and honor and truth, of obedience to that great command which bids us love our neighbors as ourselves. It has been often claimed for our college that it has a distaste and even abhorrence of all show and sham—of all outward show, that is, which has no corresponding reality behind it, and all pretense which may impose upon unknowing minds.<sup>1</sup>

#### SECTION IX.—PRESIDENT TIMOTHY DWIGHT (1886—).

The increase in the number of students under President Dwight reminds us of that which occurred at the accession of his grandfather, the elder President Dwight. The classes entering the college proper increased at once from 150 to over 200, those in the Scientific School in equal ratio, and in the first six years of his office the number in the whole university increased from 1,076 to 1,969. Yale has been broadening its life and studies, completing the ideal of its motto: "Lux et Veritas."<sup>2</sup>

President Dwight, a grandson of the first president of that name, was born at Norwich, Conn., on November 10, 1828. He graduated at Yale in 1849, studied theology, traveled, and was appointed Buckingham Professor of Sacred Literature in the Divinity School in 1858. He held this chair till his election to the presidency in 1886. He has gained great popularity, and much of the recent rapid progress of Yale is due to his zeal and devotion to its interests.

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<sup>1</sup>Pres. Dwight's report for 1892 contains words worthy of quotation. "The ordinary youth, when he enters college, is unsettled as to his future work in life. If he is not, in almost all cases he ought to be. The years between 17 and 20 have much to tell him concerning himself. Linguistic studies and mathematics are in a peculiar degree the disciplinary studies for this period of life. The second advantage, which is involved in the arrangement of the course as we have it in this college, is connected with the class system. Class feeling passes away as the uniting of the class in one body and in one work ceases. This loss of class feeling and class spirit is a loss of one of the great educating forces of college life. It is a loss which can scarcely be compensated by any advantages or gains of a different sort. The system of our college secures its students against this loss. The tendency at the present time is to ask for or demand the most radical changes in the old college curriculum. It is well to bear in mind that our best universities are linked closely to the past and that our fathers knew something, even if they did not know everything. The university growth, even more than any other growth, should be always out of the old roots into the new fruitage.

"The time element as related to college education is deserving of serious consideration when questions respecting such education are raised. There is, as we can not doubt, a gift of good which is immediately connected with the length of the college course. The fact that the student is set apart from the world and its affairs for four years, and that these years are consecrated for him to a general and broadening education, is one of great significance for his best life. The same suggestion may also have its appropriate bearing upon the proposal which has been made in some quarters to open the senior year of our undergraduate courses partly or wholly to the introduction of professional studies. It will be a misfortune indeed if the educated men of America are to be narrowed down to the limits of their business or profession, and thus are to lose the best part of educated life—its broad culture and wide-extending knowledge."

Am. Colls. and Am. Public, p. 215 (N. Porter).

YALE UNIVERSITY.<sup>1</sup>

For some years Yale had been a university in fact, and it was felt best that it should now assume the name to which it was entitled. The matter was discussed by the corporation in October, 1886, and it was unani- mously decided to assume the name Yale University, and to obtain the official sanction of the legislature to its action. The act legalizing "the use of the title Yale University, by the corporation existing under the name of the President and Fellows of Yale College" was approved by the governor on March 8, 1887, and accepted by the corporation on May 25 of the same year. At the same time, the corporation fittingly limited the old name, Yale College, to the Academical Department which had been originally denoted by it.<sup>2</sup>

## EXPANSION.

The growth of the university and the death of the treasurer, Mr. H. C. Kingsley, who had husbanded the funds of the institution with rare wisdom, and whose place President Dwight took for two years, gave the new president much to do, while he has still further increased his labors by filling the college pulpit, since the pastorship is vacant.<sup>3</sup> Still, in one way and another, he has found time to show that he felt "that the president of a university ought, in some way, to come into intellectual contact with the members of the student community. He should not be simply a man of affairs if the institution is to gain from him the great- est possible benefit."<sup>4</sup>

The financial needs of Yale have increased so rapidly that the strict- est economy in regard to invested funds has been necessary. The care- ful management of the finances by President Dwight has been followed by an equally careful one under Mr. W. W. Farnam, the present treas- urer. As a result of this, the report for 1889 was enabled to state that the income of the university was \$336,649.61, and the expenses \$334,- 464.08, while in several of the previous years the balance had been on the wrong side of the account.<sup>5</sup> In the first four years after President Dwight's inauguration the university received funds amounting to \$1,244,390, of which \$716,000.13 were given in 1889.<sup>6</sup>

<sup>1</sup> At Commencement, 1890, an Alumni University Fund was begun to be made up of yearly contributions from the Alumni, to be used for general university purposes. The first year of its existence it brought into the treasury \$15,738.21; the second, it was increased to \$17,450.88.

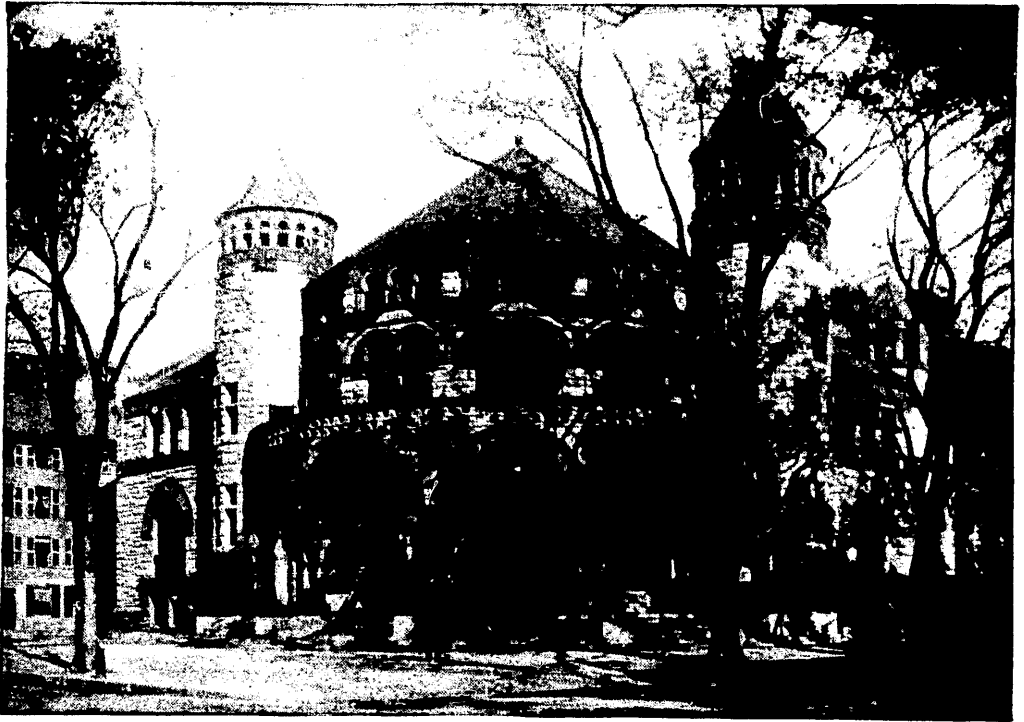
<sup>2</sup> Report for 1887, p. 6.

<sup>3</sup> At his accession to the presidency, he insisted on being freed from all class-room work, that he might devote all his time to the general interests of the university.

<sup>4</sup> Report for 1887, p. 14.

<sup>5</sup> Report of 1889, p. 6. 1891-92, income \$532,470.83, and expenses \$520,246.31.

<sup>6</sup> Report of 1889, p. 57.



OSBORNE HALL—YALE UNIVERSITY.



CHITTENDEN LIBRARY—YALE UNIVERSITY.

## THE CHITTENDEN LIBRARY OSBORN HALL, AND THE NEW GYMNASIUM.

The needs of the library for enlarged accommodations were recognized by a retired Brooklyn merchant, who had previously been a generous benefactor to Yale, Mr. Simeon B. Chittenden, sr. He offered to give \$100,000 for a new library building in January, 1887, and this gift he later increased to \$125,000. The building was given as a memorial of his deceased daughter, to whose memory he placed a magnificent stained-glass window in the reading room of the building.

The new building stands on the west side of the campus, between the art school building and the old library building, with which it is connected by a corridor. It is so built as to be capable of being made the south wing of a great library building at some future date. The building is constructed of brown stone from Longmeadow, Mass., in the Romanesque style of architecture.<sup>1</sup>

The main building is 50 by 100 feet and in three stories, each of 16 feet. The first floor will be devoted mainly for administration; the two upper floors entirely to the storage of books. On the south of the main building is the reading room, octagonal in shape and having a diameter within of 45 feet, with seats for 90 readers and wall space for 4,000 volumes of books of reference.

The building is plain, but handsome, absolutely fireproof, and contains space for 200,000 volumes, doubling the previous capacity of the library. It was opened June 23, 1890.

For the library fund a bequest of \$10,000 from the late George Gabriel, of New Haven, was received in 1889, and one of equal amount from Gov. James G. English in 1890.

The coin collection which, though very fine, has been concealed from public view on account of lack of facilities for its exhibition in the old library, recently received valuable additions from the estate of Mr. C. Wyllys Betts (Yale College, 1867).

For many years the need of a new recitation building<sup>2</sup> had been felt, and there was great joy when it was announced that an unknown donor had given \$125,000 for that purpose. These rejoicings were soon changed to wailings when it was known that attached to the gift was a condition that the building should stand on the corner of Chapel and College streets. This would necessitate the removal of the "fence" hallowed by so many tender recollections. The students protested, almost to a man, and they were joined by many of the alumni; but the claims of sentiment found scant sympathy from the corporation, and

<sup>1</sup> Report of 1888, p. 61.

<sup>2</sup> In the spring of 1891 a movement was begun by several ladies interested in the well-being of the University to have a Yale Infirmary built where in cases of injury or accident, students may find good food and careful nursing, so difficult, if not impossible to secure in college dormitories. A lot was purchased on Prospect street and a three-story building, 82 feet long and 42 feet wide, erected, with nineteen rooms for use of sick students. The Yale Infirmary was opened in January, 1893; \$38,700 were raised for it.



the new building was begun. For some inexplicable reason the donor did not wish her name revealed until the building was completed, and not till Commencement Day, 1889, was it announced that the building was the gift of Mrs. Miriam A. Osborn, of New York City, in memory of her husband, the late Charles J. Osborn. The gift was increased to \$180,000, during the process of building, and the name of Osborn Hall was given to the structure. It contains about twenty recitation and lecture rooms and was opened in January, 1890. President Dwight says: "The building gives universal satisfaction."<sup>1</sup> It is built of granite and red sandstone, and some of the stone carving is very fine. The style of the building is that of the transition from Byzantine to Romanesque.

The need of a new gymnasium has been felt for many years and a movement to build a new one was begun, largely through the influence of Prof. E. L. Richards, some years since. Soon after the beginning of 1889 a committee of graduates undertook to raise the fund needed for the construction of a gymnasium worthy of Yale. In the spring of 1889 a lot on Elm street, between High and York, was bought for the purpose.

This lot measures 138 feet in width and 310 in depth and on it the new "Gym" soon rose. It has been suggested that it be called the Richards Gymnasium, in honor of that professor's services in arousing interest in the plan. It was opened in January, 1893, and cost \$225,000, contributed by over 700 graduates, only one giving over \$10,000. It is the finest building of the sort in the country. Messrs. Arthur M. Dodge, Geo. A. Adee, William McLane, and Thos. C. Sloane were, next to Prof. Richards, the prime movers. It contains bowling alleys, bath rooms, base-ball room, swimming pool, 2 rowing tanks, offices, anthropometric room, fencing and boxing room, trophy room, over 1,000 lockers, running track, and an exercising hall covering over 10,000 square feet.

Although the buildings<sup>2</sup> are rapidly increasing in number, the demand is not yet met, and others are even now imperatively needed.<sup>3</sup>

<sup>1</sup> Report of 1889, p. 14.

<sup>2</sup> Since the main part of this work was written, in 1890, three fine dormitories have been given the College. Mr. Pierce N. Welch, of New Haven (Yale College, 1862), in June, 1890, gave, in memory of his father, Harmanus N. Welch, a large dormitory placed on the east side of the campus, north of Osborn Hall. Welch Hall is of Longmeadow freestone, 167 feet long and 44 feet wide, four stories with a basement, containing lavatories and bath rooms. The fourth story is in a high roof, with dormers. The rooms are provided with open fire places and will accommodate 78 students. The building was first used in the fall of 1891. In January, 1893, Mr. and Mrs. Cornelius Vanderbilt, of New York City, presented to Yale, in memory of their son, a member of the class of 1893, a dormitory to be known as the Wm. Henry Vanderbilt Hall. It is to stand on Chapel street, between the Art School and Osborn Hall, and will nearly complete the quadrangle. In April, 1893, Dr. White, of New York City, provided for a dormitory, to be located on the northeast corner of High and Elm streets. It is to contain rooms for the college periodicals also.

<sup>3</sup> A laboratory of Experimental Psychology was opened in the house on Elm street next West Divinity Hall, in the fall of 1892, under Dr. E. W. Scripture.

Another need of the university, and a most pressing one, is for more land. The campus will afford space for only one or two more buildings, and others will have to be built in the surrounding squares. For the purchase of land in these squares the university needs money, hardly less imperatively than it does for the buildings themselves.<sup>1</sup> It is slowly buying it up. A movement to provide tennis courts near the University is now (May, 1893) in progress.

#### THE UNIVERSITY.

Several important changes have been made under President Dwight in the publications of the university. The catalogue has been thoroughly revised and enlarged, the president's report has been rearranged so as to cover all the important occurrences of the college year, and the date of the conclusion of the report is the end of December instead of the end of June. The triennial Catalogue was issued in English for the first time in 1892.

The university bulletin, a new publication, is issued and posted every Saturday, and contains notices of lectures, meetings, etc., for the following week.

The number of graduate students has increased from 56 to 125 and the facilities of this department have been largely increased. In the fall of 1892 women were for the first time admitted to this department; 23 became students.

Prof. William R. Harper, who began his duties as professor of Semitic languages in October, 1886, succeeded in arousing great interest, not only in that branch but in Bible study also, and as a result of this he was made, in the fall of 1889, Woolsey professor of biblical literature in Yale College. This is a new chair, endowed with \$50,000 by several generous persons who desire only to be known as "friends of Bible study."<sup>2</sup> The other branches of graduate work have been successfully carried on and in the last annual report the need of a special building for this department is mentioned.<sup>3</sup> Probably the most pressing of all needs of the university is "an increase in the permanent funds *the income of which may be used for any purpose* according to the wisdom and discretion of the corporation." Such gifts would not only enable the university to go into new lines, but would relieve the college from the burden of sustaining part of the general expenses, and so enable it to enlarge its work.<sup>4</sup> This demand for increased endowment is not because of weakness but "from growth and development" of almost marvelous rapidity. "A living institution," says President Dwight, "is always a growing one. A growing institution is ever asking for the

<sup>1</sup> Report for 1888, p. 20.

<sup>2</sup> Frank K. Sanders succeeded Prof. Harper in the Woolsey chair in 1892.

<sup>3</sup> Annual Report, 1889, p. 24.

<sup>4</sup> Annual Report, 1889, p. 13.

supply of its increasing wants and ever rewarding, by its larger life and usefulness, the friends who supply these wants."<sup>1</sup>

Over 200 courses are offered to graduates in the annual catalogue for 1892-93.

#### YALE COLLEGE.

During the administration of President Dwight many gifts have come to the college proper. During the first year of his incumbency \$1,000 were received from the Hon. D. H. Chamberlain (Yale College, 1862), the income from which was to furnish an annual prize to the candidate for the freshman class passing the best examination in Greek. That same year \$5,000 was given by the daughters of the late Lucius F. Robinson, of Hartford (Yale College, 1843), to encourage the study of the Latin language in college. For mathematics, the late Erastus L. De Forest (Yale College, 1854) gave \$4,000 to be added to the \$1,000 previously given by his father, and Messrs. John and Thomas C. Sloane, of New York City, gave \$5,000 and \$3,000, respectively, for the Sloane laboratory. The fact that these gentlemen thus provide for the running expenses of the building given by them is worthy of note and imitation.

In 1888 the late Erastus L. De Forest (Yale College, 1854) added \$10,000 to his former gifts for the mathematical department; Alvan Talcott, M. D. (Yale College, 1824), gave \$25,000 to establish a professorship of Greek, and the Rev. Burdett Hart gave \$6,388 for the general purposes of the college. The Kingsley Trust Association (The Scroll and Keys Society) endowed the prize speaking at junior exhibition with \$2,600 in August, 1888. This was given in memory of Henry J. Ten Eyck (Yale College, 1879). Mrs. U. B. Humphrey gave, in 1888, \$6,000 for the Larned scholarships, \$15,000 for general purposes of the university, and \$5,000 for the fund for instruction in music. For general purposes of the university, Alexander Duncan also gave \$20,000 and Oliver B. Jennings \$5,000. The university was also made the residuary legatee of Dr. Ebenezer Belden, of New York City (Yale College, 1841), and of Rev. E. E. Atwater, of New Haven (Yale College, 1836), and for beneficiary education \$25,000 was bequeathed by Joseph A. Christman (Yale College, 1857), and \$5,000 given by Dr. Charles L. Ives. For the same purpose, \$25,000 were received from the avails of the estate of the late Henry L. Ellsworth in 1888 and \$13,000 in 1889, making the Ellsworth fund amount to \$94,816.05. In 1889, \$40,000 for scholarships was given from the estate of the late Thomas G. Waterman (Yale College, 1886), and \$2,000 from the late Hon. Alexander H. Holley. In 1889, also, \$5,000 were given by the friends of the late Burgess Scott Hurtt (Yale College, 1878), in memorial of him, to found a scholarship to be given to some member of each class at the end of sophomore year, and Mr. John Sloane established a graduate fellowship in physics with \$10,000. Another

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<sup>1</sup> Annual Report, 1889, p. 25.

large fund for beneficiary scholarships was received in the fall of 1889 from the estate of the late Philip Marett, of New Haven. This, it is estimated, will amount to \$130,000. During 1889 the Rev. Dr. George Nichols gave \$5,000 as a memorial fund for the general purposes of the university. Daniel B. Fayerweather, a retired merchant of New York City, dying in November, 1890, left \$300,000 to Yale, one-third of which was to be for the Scientific School. His executors, to whom the residuary estate was given in trust, later gave Yale \$150,000 more and one-tenth of the final residue. The total amount is estimated at over half a million dollars. In 1890, also, Mrs. Harriet T. Leavenworth, of Syracuse, N. Y., gave \$15,000 to the general fund, and Hon. W. W. Phelps gave \$1,500 for the purchase of the Barringer collection of Egyptian antiquities. Other gifts in 1890 were \$1,000 to establish a prize in English Composition for Sophomores, in memory of C. Wyllys Betts (Yale College, 1867); \$275,000 left by the will of Thomas C. Sloane (Yale College, 1868), \$75,000 of which were for the running expenses of the Sloane Laboratory, the rest to the University funds; \$20,000 from the late Gov. James E. English to endow a professorship of English in the Scientific School; \$40,000 for beneficiary scholarships in the Theological Seminary from the will of Mrs. E. P. Fogg, of New York; \$50,000 from Morris K. Jesup, of New York, to found the Charles Jesup (Yale College, 1814) fund, for the use of the theological department; \$9,000 from the estate of Mrs. Emily W. Colton for the establishment of the Henry Allir scholarships; the valuable library of the late Rev. Henry M. Dexter, and \$27,246.35 from Dr. Henry Bronson for the department of Comparative Anatomy in addition to over \$50,000 previously given. In 1891 Mrs. Miriam J. Osborn made the University the residuary legatee of one-fourth of her estate, probably from \$75,000 to \$100,000. In 1892 Dr. C. R. Palmer, of Bridgeport, Conn., presented \$5,000 to the Academical Department to found a scholarship in memory of his son, Albert B. Palmer (Yale College, 1892).

In 1887 Dr. Barbour, the college pastor, withdrew to become principal of the Congregational College of British America, at Montreal. His chair is still vacant.<sup>1</sup> In 1888, Prof. Dexter resigned the Larned professorship of American history and Prof. George B. Adams, a graduate of Beloit College and of the Yale Divinity School, was appointed in his place. In Greek, Messrs. Horatio M. Reynolds (Yale College, 1880) and Thomas D. Goodell (Yale College, 1877) were appointed assistant professors in 1888. In 1889 Dr. Albert S. Cook, a graduate of Rutgers in 1872 and at the time of his election a professor in the University of California, was chosen professor of English.<sup>2</sup>

<sup>1</sup> Pres. Dwight, in his annual report for 1892, says: "During the last 125 years only 5 professors of this institution who had been in its service for a longer period than 12 months have ever withdrawn from it for the purpose of entering upon professorships in other colleges or universities." He appeals for larger salaries.

<sup>2</sup> Recent appointments to professorships have been E. B. Clapp, Assistant Professor in Greek, 1890; E. P. Morris, Latin, 1891; Rev. Edward L. Curtis, Hebrew (in

The requirements for admission were raised in 1887 and in 1888 courses in biology and kindred branches were given as electives. Since 1890 instead of all the senior class being required to take one course in philosophy, they are allowed to choose between four on that subject. There are now offered 128 elective courses to the two upper classes.

#### THE DEPARTMENT OF MUSIC.

In the autumn of 1888 the Fairfield County (Connecticut) Alumni Association appointed a committee to consider a plan to establish a department of music. As a result of this the association voted to present the subject before the corporation. After discussion, that body passed a resolution that the corporation desired "to express their warm interest in the project," that they had "considered the plan for such a department and are prepared to take decisive action,<sup>1</sup> whenever funds are furnished for the purpose; which they judge should not be less than \$300,000."

The needs of the department are considered to be "the erection of a suitable building, with a concert hall of a capacity of seating 200 upon the stage, 30 in the orchestra, and 800 in the auditorium." A large organ and a grand piano would be needed for the hall, and "the recitation and lecture rooms, the rooms for organ practice, for the library, and the offices should be arranged around, below, and above the hall." There would also be professors needed to "offer instruction in the theory of music and composition in vocal culture, in organ and piano playing, and in the more important of orchestral instruments." To make a beginning of this department, the Hon. Robbins Battell and his sister, Mrs. Eldridge, members of a family well known for their benefactions to Yale, established the Battell professorship of music, to which chair G. J. Stoeckel, long instructor in music, was appointed. Through Mr. Battell's generosity the rooms on the ground floor of the treasury building were furnished for the use of the musical professor. A voluntary class of 50 students was formed by Dr. Stoeckel in preparation for the elective courses in music to be offered in the fall of 1890. These courses are in harmony, counterpoint, canon, and fugue, and in forms. In the fall of 1892 students in music alone were admitted for the first time and seven such appeared.

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the Divinity School), 1891; F. C. Porter, Biblical Theology, 1891; T. H. Russell, M. D., Clinical Surgery and Surgical Anatomy, 1891; G. M. Duncan, Assistant Professor of Mental and Moral Philosophy, 1891; A. Guyot Cameron, Assistant Professor of French, 1891; G. F. Gruener, Assistant Professor of German, 1891; A. H. Palmer, German, 1891; Charles H. Smith, History, 1890; H. S. Williams, Geology, 1892; Jules Luquiens, French, 1892; Dr. Louis S. De Forest, Assistant Professor of Clinical Medicine, 1892; Dr. Oliver T. Osborne, Assistant Professor of Materia Medica and Therapeutics, 1892; Dr. Harry B. Ferris, Assistant Professor of Anatomy, 1892; Dr. Graham Lusk, Assistant Professor of Physiology, 1892; G. D. Watrous and G. E. Beers, Assistant Professors in the Law Schools; E. T. McLaughlin, Assistant Professor in English, in 1890.

<sup>1</sup> Annual Report, 1889, p. 18.

## SHEFFIELD SCIENTIFIC SCHOOL.

The growth of the number in this part of the university has been very great, and "the resources of the school were taxed to the utmost to furnish the proper facilities for the increasing number of students."<sup>1</sup> Attempts were made to use the space at command more economically, but still there was overcrowding until the school came into possession of the Sheffield mansion and real estate, valued in all at \$182,000. This property was left by Mr. Sheffield to the school after the decease of his wife, which occurred on April 21, 1889, except the house and house lot, in which a life estate was given to one of his sons. Arrangements were made with this son whereby he surrendered his life interest for an annuity, which enabled the school to come into immediate possession of the property. The Sheffield grounds border on those previously occupied by the school and extend 190 feet on Grove street and 540 feet on Hillhouse avenue. The value of this addition to the school's property is very great.<sup>2</sup> "The Sheffield mansion has been converted into a biological laboratory, including also laboratories of physiological chemistry, comparative anatomy, and botany," and work was begun in it in the fall of 1889. "The building, which is to be known as the Sheffield Biological Laboratory, can easily accommodate, with its present outfit, 100 students."

The school needed a building for civil and mechanical engineering. This want was so strongly felt that in the fall of 1891, the University broke ground between the two Sheffield Halls on Prospect street for a building to contain apartments for engineering, mechanical, and physical laboratories and facilities for practical instruction in electro-technics. The building is of red brick, four stories above the basement, and fronts 115 feet on the street, running back 84 feet. After the building was well under way, without any solicitation, Mrs. Jane E. Winchester, of New Haven, gave the University \$130,000, thus generously bearing the entire cost of the building. In recognition of this the name of Winchester Hall was bestowed upon the building. It was opened for use in January, 1893.

The subject of adding a fourth year to the course has been much discussed by the governing board.<sup>3</sup>

It is felt by many of the wisest and most thoughtful men in the University, both in the school and out of it, that this addition of a fourth year would be a very desirable addition. A large proportion of the graduates of the school, also, as it is believed, are disposed to hope for the addition, and to favor it, as soon as the funds at command may render it practicable.

But it was felt that at present it could not be done, nor until large additions should be made to the endowment of the school.

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<sup>1</sup> Annual Report, 1888, p. 26. In 1892 Pres. Dwight recommended the erection of dormitories for the scientific school.

<sup>2</sup> Annual Report, 1889, p. 34.

<sup>3</sup> Annual Report, 1888, p. 27.

In 1886 an attempt was made to get the legislature to revoke the payment of the income of the fund from the sale of the land script to the Sheffield Scientific School. As a result of this in 1887, the legislature decided that the act appropriating the income to the school and the agreement of the corporation constituted a binding contract which could not be revoked.<sup>1</sup>

Prof. Oscar D. Allen, professor of analytical chemistry and metallurgy, resigned in 1887, and Messrs. Samuel L. Penfield and Horace L. Wells were appointed assistant professors to take his place in 1888. Prof. Chester S. Lyman died on January 29, 1890, having resigned his chair a short time before. At the beginning of the year 1889-90 Lieut. C. A. L. Totten, U. S. A., was detailed as professor of military science and tactics. He organized military companies in the academic and scientific departments and was succeeded in the fall of 1892 by Capt. James S. Pettit.

As a proof of the rapid growth of "Sheff." it may be stated that the number of students was twice as large in 1890 as when Mr. Sheffield died, in 1882, and amounted to 529 in the academic year 1892-93.

#### THE PROFESSIONAL SCHOOLS.

In the Divinity School, the period has been one of prosperity.<sup>2</sup> The number of students increased from 117 to 136 in 1890, and diminished to 109 in 1893. The endowment has grown. Mr. Samuel Holmes, in 1889, added \$11,000 to his previous gift for the professorship of the Hebrew language and literature.

In 1887 Mr. Morris K. Jesup, of New York, gave \$2,500 for the general fund of the department; the late Albert S. Barnes, of Brooklyn, and Robert Peck, of New Haven, each gave \$1,000 for the same purpose in 1888. The late George Gabriel bequeathed it \$5,000, as did the late Mrs. Catharine W. Jarman, of New Haven, who wished to have the income used for beneficiary education. For that purpose, Mr. John S. Welles, of Hartford, bequeathed \$12,000, and Mr. Walter W. Seymour, of New York, gave \$9,000.<sup>3</sup>

<sup>1</sup> In 1890, by the provisions of an act of Congress, Connecticut received from the United States \$15,000 for 1890 and an annual increase of \$1,000 till \$25,000 be reached, the amount to be used for instruction in agriculture, the mechanic arts, the English language, and mathematical, physical, natural, and economic science. This money by the State's contract in 1863 came to the Scientific School. In 1892, the legislature, by a most unwise, if not illegal, measure withdrew the income from the land grant from Yale and conferred it on a small institution called the Storrs Agricultural School, at Mansfield.

<sup>2</sup> In 1891, through the energy of Prof. Day, a missionary library of great value was established in connection with the Divinity school. In 1892 Mrs. Caroline E. Washburn, of East River, Conn., left the Divinity school \$25,000.

<sup>3</sup> In the autumn of 1891 an unknown friend established the Dwight Fellowship (in memory of Mrs. Susan B. Dwight) with an endowment of \$5,000. It is to alternate with the Hooker fellowship.

A general catalogue of the divinity school, prepared by Prof. George E. Day, was issued in 1889. It shows that since 1822, 1,607 had studied there, of which number 1,129 were still living.<sup>1</sup>

The law department received an endowment of \$25,000 from Junius S. Morgan, to establish the Edward J. Phelps professorship of commercial law and contracts.<sup>2</sup> Prof. W. K. Townsend was assigned to the chair, and in 1889 the department was strengthened by the return of Prof. E. J. Phelps, who had been United States minister to Great Britain during the previous four years.

In 1887 a general catalogue of the law school was published, showing that 1,480 men had studied there since its founding in 1824. In the same year the corporation decided to grant the degree of bachelor of civil law on students not candidates for the degree of bachelor of laws, who shall have satisfactorily pursued a prescribed course for two years in elementary and American law, international law, general jurisprudence, political science, and Roman law.

The increase of the school has been rapid in numbers, from 79 in 1886-87, to 106 in 1888-89, and 171 in 1892-93. In 1889 the daughters of the late Lucius F. Robinson, of Hartford, gave \$5,000 to commemorate their father's interest in legal studies. This fund has been used to found a lectureship in municipal law, called after William L. Storrs, a former professor in the school and grand-uncle of the donors.

On January 23, 1890, Prof. Johnson T. Platt, one of the the three men who built up the law school in 1869, died suddenly.

A lot of ground on the north side of the Green was bought for the law school in 1890, on which it is hoped soon to erect a building especially for the school.

When President Dwight took office the medical department seemed almost at the point of dissolution. It had but 27 students, and the number had been steadily diminishing for several years. Now there are 76 men in attendance, and the reasonableness of the plan adopted some ten years ago of making the course one of three years and having recitations has become more and more evident.<sup>3</sup> The class of 1892, 22 in number, was larger than any that had graduated since 1831.

In 1888 Dr. Sanford, having been a professor for twenty-five years, resigned, and Dr. Samuel Williston was his successor. During that year an association of the alumni of the school was formed; a catalogue of all the living graduates, between 400 and 500 in number, was issued; and the clinical facilities were increased by the completion of the oper-

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<sup>1</sup> A serious fire in the upper part of East Divinity Hall in the fall of 1891 for a short time caused considerable inconvenience till repairs could be made.

<sup>2</sup> J. Pierpont Morgan gave \$25,000 more to complete the endowment in 1891.

<sup>3</sup> A brick chemical laboratory, three stories in height, 72 feet in length by 41 in width, was erected back of the main medical building in 1892, at the cost of \$35,000.



ating theater at the New Haven Hospital. Dr. Henry Bronson gave for the department of comparative anatomy \$10,500 in 1888, and \$24,963.65 in 1889, thus endowing a chair in that department.

#### THE ART SCHOOL.

The art school has grown in excellence, although it has not increased in numbers.<sup>1</sup> Its collections have been increased by the loan of a valuable collection of about one hundred and seventy old Dutch and Flemish paintings, belonging to Mr. Louis R. Ehrich (Yale College, 1869), and by the gift of various paintings and statues. Its galleries are now nearly full, and the need is felt of an annex to the building to provide for future growth. The studies exhibited by the students increased from 987 in 1887 to 1,265 in 1889. There were 31 students in 1892-93.

#### THE PEABODY MUSEUM AND THE OBSERVATORY.

The collections of the Peabody Museum<sup>2</sup> have increased greatly, and the building is becoming crowded, so that in 1889 a temporary building had to be built in the rear of the museum, and even then only a small portion of the additions can be placed on exhibition.

The observatory<sup>3</sup> has continued its successful work, and through the generosity of Prof. Loomis two parts of the first volume of its transactions have appeared. In September, 1889, Prof. Loomis died, and in his will gave the university the largest single gift, except that of Mr. Sheffield, which it ever received.

He was a wise and efficient counselor in the administration of the observatory even to the last days of his life. By the munificent bequest in his will he has connected his name with it for the future in such a way that its life and his life will be closely bound together in the thoughts of all. After paying some small legacies, the bulk of his property, estimated as worth \$300,000, was left as follows: The income of one-third of his entire estate, which is to be held in trust, shall be devoted to the uses of the observatory from the time of his own decease, and that after the decease of each of his two sons, the income of one of the two remaining thirds shall be appropriated to the same purpose.<sup>4</sup> The income which is received is to be applied to all or one or more of the following objects, namely, the payment of the salaries of observers, whose time is exclusively devoted to the making of observations for the promotion of the science of astronomy; or the reduction of astronomical observations and their discussion in papers prepared for publication; or the defraying of the expenses of publishing investigations, based upon astronomical observations. The gift is thus designed to promote the special and legitimate work of the observatory, as connected only with the matter of astronomical observations, and is not to be appropriated to the support of the institution in other lines.

<sup>1</sup>The degree of Bachelor of Fine Arts was established in 1891, to those successfully completing a five-years course.

<sup>2</sup>In 1892, the Museum received the Leonard collection of minerals of 3,500 specimens, made by Dr. Frederick B. Leonard (Yale College, 1824), and from friends and relatives of Prof. Loomis, \$1,250, for the purchase of a large mass of meteoric iron.

<sup>3</sup>Early in 1892 Mr. Edward M. Reed, vice-president of the N. Y., N. H. & H. R. R., left the observatory two-thirds of his estate, subject to certain life interests.

<sup>4</sup>Annual Report, 1889, p. 52.

## YALE'S INFLUENCE ON THE UNITED STATES.

In concluding this account of the history of the college, which we have traced from its feeble beginnings, we can not do better than to sum up its influence on America and its civilization.<sup>1</sup>

The surroundings of Yale are fortunate, and it is both a cause and an effect of them. "The home of the university is, and always has been, under the guardian care of the State,"<sup>2</sup> and that State, in proportion to its population, educates a larger number of college students than any other.<sup>3</sup> Its influence, going out from that State, has spread over the whole nation.

Mr. Richard H. Greene has prepared an interesting table of the distinguished men calling Yale their *alma mater*.<sup>4</sup> This list contains the names of 1 Vice-President of the United States, 17 Cabinet officers, 1 Chief Justice of the United States, 1 chief justice of Canada, 2 national officers of the Hawaiian Islands, 1 minister plenipotentiary from China to the United States, 3 judges of the United States Supreme Court, 1 Surgeon-General of the United States, 50 United States Senators, 20 United States district judges, 1 circuit judge of the United States, 22 ministers plenipotentiary of the United States, 160 State judges, 4 chancellors, 187 members of Congress, 40 State governors, and 92 college presidents.<sup>5</sup>

Four Yale men, Livingston, Morris, Wolcott, and Hall, signed the Declaration of Independence; the same number, Dyer, Livingston, Johnson, and Baldwin, signed the Federal Constitution.

In history Yale is represented by Trumbull, Holmes, and Pitkin; in geography by Morse; in poetry by Percival, Hillhouse, Barlow, Trumbull, Stedman, and Sill. In literature we find such names as Cooper, Willis, Judd, Bristed, and Mitchell; in scholarship, Webster, Worcester, Woolsey, Hadley, and Whitney. Silliman, Morse, Eli Whitney, Dana, Chauvenet, Loomis, and Marsh are among Yale's famous sons in science and invention; Edwards, Hopkins, Bellamy, Emmons, Dwight, Stuart, Bushnell, Taylor, Murdock, Beecher, Nettleton, Tyler, and Seabury, in divinity; Gallaudet and Cogswell in the education of the deaf and dumb. In politics and law we find such names as Kent, Jeremiah Mason, Grimke,<sup>6</sup> Evarts, Waite, Tilden, and Depew; in philosophy,

<sup>1</sup> President Dwight, in his report for 1892, says: "It is a very interesting fact connected with the history of our University that at no time in the past has there been any separation between those who had wealth or competence and those who had not. There is no such separation at the present time. The measure of men in the University is the same that it has been from the beginning. No truer democracy, in the best sense of the word, can be found anywhere than is to be found here.

<sup>2</sup> Annual Report, 1889, p. 6.

<sup>3</sup> Report of Commissioner of Education, 1872, p. 37.

<sup>4</sup> New England Histor. Gen. Reg., XLII, 85.

<sup>5</sup> In "Appleton's Cyclopedia of American Biography" are 15,142 names. Of these 713 belong to Yale graduates: 194 clergy, 37 soldiers, 149 lawyers, 55 statesmen, 19 business men, 53 authors, 43 physicians, 4 artists, 83 educators, 38 scientists, 15 journalists, 14 public men, 3 inventors, and 6 philanthropists. Forum, xv, 495; Charles F. Thwing.

<sup>6</sup> New Englander, 16, 446; Scribner, XI, 782.

among others, Noah Porter, Henry N. Day, and Wm. T. Harris; among the missionaries, John Sergeant and David Brainerd. But Yale's chief pride is that, like Virginia of old, she is a mother of presidents. Except Harvard, there is hardly a prominent college which has not had, at one time or another, a Yale man at its head. The first presidents of the following colleges and universities were Yale men: Princeton, Columbia, Dartmouth, Williams, Hamilton, University of Georgia, Kenyon, Illinois, Wabash, University of Missouri, University of Mississippi, University of Wisconsin, Beloit, Chicago University, University of California, Cornell, and Johns Hopkins. Iowa University, Washington University, University of Pennsylvania, College of South Carolina, Transylvania College of Eastern Tennessee, Hampden-Sidney, Beyroot, and Oahu have also had one Yale president. Many colleges were not content with one Yale man at their head, but came to that source of supply again and again. Columbia has had three Yale men as president; Rutgers, 2; Princeton, 3; University of Vermont, 2; Middlebury, 2; Hamilton, 5; Western Reserve, 3; Illinois, 2; University of Wisconsin, 2; University of Missouri, 2; Washington University, 2; and the universities of California, Georgia, and Mississippi, each 2.<sup>1</sup>

Not only in numbers, but in character, do Yale educators stand foremost. Among them are Jonathan Dickinson, Samuel Johnson, Jonathan Edwards, Aaron Burr, Timothy Dwight, Theodore D. Woolsey, Noah Porter, Henry Barnard, Francis A. P. Barnard, Andrew D. White, Charles J. Stillé, and Daniel C. Gilman.

Viewing these facts, one is forced to admit that Yale's influence on American civilization has been second to none, and that it has fulfilled old Davenport's idea of a college, as a place where youths may be so instructed as to become of service, through the blessing of God, both to church and commonwealth.

Yale's sons have ever been faithful, and the eloquent tribute of one of them may well stand here at the close of this account of its history:<sup>2</sup>

We care not that the dawn should throw  
Its flash upon our portico;  
But rather that our natal star,  
Bright Hesper in the twilight far,  
Should beckon toward the distant West,  
Which he—our Berkeley—loved the best;  
Whereto, his prophet line did say,  
"The course of empire takes its way."  
And in the groves of that young land  
A mighty school has judgment planned,  
To teach new knowledge to new men—  
Strange sciences undreamed of then  
She comes—had come, unknown before—  
Though not on 'vezt Bermoths' shore;  
Yet will she not her prophet fall—  
The Old—the New—the same dear Yale.

<sup>1</sup>Yale Book I, 412, Rev. A. L. Chapin.

<sup>2</sup>Scribner, XI, 784.

## CHAPTER VI.

### TRINITY COLLEGE.<sup>1</sup>

#### EARLY EFFORTS FOR AN EPISCOPALIAN COLLEGE.

The Episcopal Church in Connecticut, as we have seen and as one of its ablest members admits, "had, one may almost say, been born in the library of Yale College." It virtually began with the change of faith of Rector Cutler and his associates in 1722. For many years the adherents of the Church of England were too few and too closely bound to Yale to wish to send their sons elsewhere. Dr. Johnson especially showed long and valuable friendship towards his alma mater. As the Episcopalians grew stronger and Yale became more rigid in its religious position through the influence of President Clap, those who wished to send their sons to a place, where they might be instructed by Episcopalians found King's (now Columbia) College in New York so convenient that none other was needed.

After the Revolution and the consecration of Samuel Seabury as Bishop of Connecticut by the Scottish bishops, there was an effort to establish an institution of learning in Connecticut, which should be under Episcopalian auspices.

In 1788 the first steps were taken,<sup>2</sup> and at the convention held in 1792 at East Haddam a committee was appointed "to prepare and report to the next convention a plan of incorporation for the promotion of religious and charitable purposes."<sup>3</sup> This seems to have been the germ of a resolution of the convention two years later, appointing a committee "to prepare an address to the members of the Protestant Episcopal Church in this State, pointing out the importance of establishing an Episcopal academy in this State and to provide subscription papers for the purpose of obtaining monies to effect such an establishment."<sup>4</sup> The academy was established accordingly and located in Cheshire. It was familiarly known as "Seabury College;" but when chartered in 1801 its legal name became simply "The Episcopal Academy of Connecticut." It was never a college nor had it power to confer degrees,

<sup>1</sup> The illustrations of Trinity College buildings are from photographs taken by Mr. Philip J. McCook.

<sup>2</sup> Perry American Episcopal Church, II, 538.

<sup>3</sup> Journal of Convention, p. 5.

<sup>4</sup> Journal of Convention, p. 8.

but fitted many young men for college or for entrance on theological studies.<sup>1</sup>

The fact that it was not a college was irksome to some and in 1804 the annual convention—

*Resolved*, That this convention recommend to the board of trustees of the Episcopal Academy that they apply to the general assembly at this next session for a charter empowering them to give degrees in the arts, divinity, and law, and to enjoy all other privileges usually granted to colleges.<sup>2</sup>

This failed, and in 1810 it was again resolved to petition the general assembly to make the academy a college "by the name and style of the Episcopal College of Connecticut, with all the powers, privileges, and immunities of a college."<sup>3</sup> The petition was drawn up and sent to the general assembly. It disclaimed any desire of injuring Yale and said:

Episcopalians, as a body of Christians, are in point of numbers respectable, as supporters of legitimate government and friends to good order, they yield to none. About thirty colleges have been established in different parts of the United States by Presbyterians, Baptists, Lutherans, Methodists, and Roman Catholics, all of which have received the sanction of the legislatures of the States in which they have been founded. But not a single college *now* exists in any part of the Union which is under the government and instruction of Episcopalians.<sup>4</sup>

There seems a slight slip of memory here, for William and Mary and Columbia are entirely forgotten. However, the request was granted by the lower house but denied by the council. In the next year the attempt was repeated<sup>5</sup> but failed as before, the council or upper house being unanimously against it.<sup>6</sup> Then there came a vacancy in the bishopric and the consequent disorganization put off the scheme for some years. In 1819 Rev. Thomas C. Brownell was chosen Bishop of Connecticut.

#### GENERAL THEOLOGICAL SEMINARY AT NEW HAVEN.

In 1820 it was decided to move the General Theological Seminary of the Protestant Episcopal Church, recently founded, from New York to New Haven, that the "professors could have access to public libraries, enjoy the benefits resulting from literary society, and live comfortably at a moderate expense." On September 13, 1820, it was opened at New Haven by an inaugural address in Trinity Church by its one permanent professor, Rev. Samuel H. Turner. He was called professor of historic theology and received aid from Bishop Brownell who gave all his spare time gratuitously to the school, moving to New Haven that he might do so. Fourteen students were enrolled the first term and seven more before the end of the year. In July, 1821, the public examination was

<sup>1</sup> New England Magazine, May, 1886, p. 395.

<sup>2</sup> Journal of Convention, p. 36.

<sup>3</sup> Journal of Convention, p. 58.

<sup>4</sup> Beardsley Church in Connecticut, II, 68.

<sup>5</sup> Journal of Convention, p. 64.

<sup>6</sup> Perry American Episcopal Church, II, 538.

held in Trinity Church and, at the same time, a subscription for the endowment of a professorship of systematic theology was opened and Rev. Bird Wilson was called to that chair. The life of the school in New Haven was short; for it soon moved back to New York, largely to avoid litigation over a munificent legacy.<sup>1</sup> It reopened there February 13, 1822.

#### FOUNDING OF WASHINGTON COLLEGE.

In 1818' the old colonial charter, which had done duty as a State constitution since the Revolution, was superseded by the present constitution. The great significance of this change was that by it the Congregational Church was finally disestablished and all its connection with the State was at an end. After the heat and bitterness of the battle had died away a trifle and the Theological Seminary had returned to New York, the Connecticut Episcopalians set to work again at their long cherished project for a college.

The week before Christmas 1822 eighteen clergymen were called together and met at Bishop Brownell's house in New Haven to take the first steps. A committee was selected consisting of the bishop, two clergymen, and three laymen, to circulate throughout the State a memorial to the legislature, praying it "to grant an act of incorporation for a college with power to confer the usual literary honors, to be placed in either of the cities of Hartford, Middletown, or New Haven, according to the discretion of the trustees." The memorial also asked that the act of incorporation should take effect when the endowment should amount to \$30,000, and not before. Further leave was asked to appropriate to the endowment of the new college such part of the funds or income thereof belonging to the Episcopal Academy at Cheshire as they might deem expedient, "provided the consent of the trustees of said academy be first obtained, and that no portion of the funds contributed by the inhabitants of Cheshire be removed." They referred, as had been done some years before, to the mistaken idea that there was not an Episcopal college in the United States, and, to avoid the hostility and prejudice which it was feared the cherished name of "Seabury College" would excite, they gave the name of Washington to their new enterprise.

The part appropriating the funds of the academy was withdrawn; the rest of the petition presented on May 13, 1823, passed the house three days later and soon after received the assent of the senate and of the governor. It is interesting to note the corporation of Yale College, at a special meeting held at Hartford the very day before the petition for a second college in Connecticut was presented, repealed the old law by which all instructors had to assent to the Saybrook platform. It was a last attempt at conciliation and possibly also to influence the minds of the legislature; but it came too late.

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<sup>1</sup> Perry American Episcopal Church, II, 513-14, Rev. E. A. Hoffman.

The charter "required that the college should be conducted on the broad principles of religious liberality," and about one third of the first trustees were not Episcopalians. A requirement is also found in the charter "prohibiting the trustees from passing any ordinance or by-law that should make the religious tenets of any officer or student in the college a test or qualification of employment or admission."<sup>1</sup>

We note that the report of the legislative committee on the act of incorporation stated that a second college "will in no way be prejudicial to the great and important interest of literature in the State."<sup>2</sup>

#### LOCATION OF WASHINGTON COLLEGE AT HARTFORD.

There is a theory that one reason for not giving the college a distinctively Episcopalian name was that others beside members of that denomination were concerned in the foundation and were among the original trustees.<sup>3</sup> It is difficult to see how this agrees with their desire in the memorial for a college "under the special patronage and guardianship of Episcopalians,"<sup>4</sup> but it is certain that among the board of trustees were found representatives of the other opponents of the old establishment, such as Rev. Samuel Merwin and Rev. Elisha Cushman. Among the prominent Episcopalian corporators were Bishop Brownell, the Rev. Drs. Harry Crosswell and N. S. Wheaton, Gov. John S. Peters, the Hon. Nathan Smith, the Hon. Elijah Boardman, the Hon. Asa Chapman, Commodore McDonough, and Mr. Charles Sigourney.<sup>5</sup> At once subscription lists were started, and it was understood that Washington College would be placed in the city contributing the most toward its endowment.

On April 21, 1824, we find Middletown voted at a town meeting that the net rents and profits of two quarries belonging to the town should be given to Washington College till they amounted to \$20,000, provided that the college should be located at Middletown.<sup>6</sup> But Hartford offered most of all. That city had celebrated with cannon and bonfires the passage of the act of incorporation for the college, and subscribed over three-fourths of the endowment of \$50,000, which was secured within a year. Therefore Washington College was fixed at Hartford and remains there, with changed name, unto this day.<sup>7</sup>

A site of some 14 acres of rising ground was secured, to which place the name of College Hill was given. Though described as half a mile from the city, the old site of Trinity is nearly the very center of Hartford, and is occupied by the magnificent State capitol.<sup>8</sup> In June,

<sup>1</sup> Beardsley's Church in Connecticut, II, 246 sq.

<sup>2</sup> Scribner's, XI, 601 *et seq.*

<sup>3</sup> New England Magazine, May, 1886, p. 397.

<sup>4</sup> Beardsley's Church in Connecticut, II, 247.

<sup>5</sup> New England Magazine, May, 1886, p. 398.

<sup>6</sup> History of Middlesex County, 188., p. 119.

<sup>7</sup> New England Magazine, May, 1886, p. 399.

<sup>8</sup> Scribner's, XI, 601 *et seq.*

1824, the buildings were begun, two in number, called from the first two bishops of Connecticut, Seabury and Jarvis halls. They were built of brown stone, in Ionic style, were well proportioned, and well suited to collegiate purposes.

Seabury Hall was designed by Prof. S. F. B. Morse, and contained rooms for the chapel, the library, the cabinet, and for recitations. Jarvis Hall, designed by Mr. Solomon Millard, the architect of the Bunker Hill Monument, was the dormitory, and contained rooms for nearly 100 students.

#### ORGANIZATION OF THE COLLEGE.

On September 23, 1824, the college opened with nine students—one senior, one sophomore, six freshmen, and one partial student. The buildings were not yet ready, so instruction for a time was given in rooms in the city. Bishop Brownell was elected the first president almost as a matter of course. With him were associated the Rev. George W. Doane (later bishop of New Jersey) as professor of *belles-lettres* and oratory, Mr. Frederick Hall as professor of chemistry and mineralogy, Dr. Charles Sumner as professor of botany, and Mr. Horatio Hickok, as professor of agriculture and political economy (in which latter science he is believed to have been the first instructor in America). Rev. Hector Humphreys taught ancient languages, and was soon made professor. In 1830 he left to become president of St. John's College, Maryland.

In 1828 the Rev. Horatio Potter, long bishop of New York, was called to the chair of mathematics and natural philosophy, and the learned Rev. Dr. S. F. Jarvis was soon added to the faculty as professor of oriental literature. The Hon. W. W. Ellsworth, also, was chosen professor of law. The instruction was designed to be more practical than at other colleges and consequently much attention was paid to natural sciences,<sup>1</sup> and the students were made acquainted with the use of instruments in surveying, etc. This college, the first one under the auspices of the Protestant Episcopal Church in New England, announced in its first circular that it would receive students not candidates for a degree, for partial courses, and this policy drew many young men to it. Numbers rapidly increased. In 1826 there were 50 undergraduates, and the library was so good that, together with Dr. Jarvis's, it was called rather grandiloquently the second in size and the first in value of all in the United States. A good cabinet had in these first two years been collected by the professor of mineralogy, and there was a greenhouse back of the buildings and an arboretum for work in botany. The site was most attractive, a small river running past the grounds, which were well wooded.<sup>2</sup>

<sup>1</sup> *New England Magazine*, May, 1826, pp. 400, 401; *Brocklesby College Book*, p. 206.

<sup>2</sup> *New England Magazine*, May, 1826, p. 401.



## APPEAL TO ENGLAND.

The funds subscribed were far from adequate for the work of the college, and it was determined to send the Rev. Dr. Wheaton to England to appeal for aid from thence. With him he carried an address, or general letter of introduction, officially signed, and directed to the bishops, clergy, and laity of the Church of England.<sup>1</sup>

Some parts of this are interesting and deserve quoting:

An occasion has arrived when the Episcopal Church in the United States once more looks with filial solicitude to her parent church in Great Britain. Planted in the midst of dissenters from her ministry and worship and opposed by many prejudices, numerous difficulties have heretofore retarded her progress, yet fostered originally by the venerable Society for the Propagation of the Gospel in Foreign Parts, and prospered by the divine blessing, she has now attained a respectable rank among the other reformed churches of our country. Still she experiences a formidable obstacle to her advancement in the necessity of educating her youth in seminaries under the influence and direction of other denominations of Christians. Within the present year, however, an Episcopal college has received a charter from the legislature of the State of Connecticut, to be called by the name of Washington College. [A note at the foot of the page says: "It was necessary some name should be given it in the charter. Should some magnificent benefactor to the institution be found it is intended to honor it with his name."] We earnestly hope that your aid will enable us to place this Episcopal college upon an equal footing with the other literary institutions amongst us. You will readily conceive that no measures could be better calculated to promote the prosperity of the church in this country, and to oppose an effectual barrier to those spreading errors which are dividing and destroying the other religious communions. Between nations, as among individuals, a common religion is a strong bond of union. We beg leave to add that the best friends which Great Britain has in America will be found among the members of the Episcopal Church, and to express our conviction that everything which conduces to the extension of this church will be found to strengthen the bonds of relationship and amity which cement the two countries.<sup>2</sup>

Dr. Wheaton returned with valuable gifts of money and apparatus and shared in the war of pamphlets.<sup>3</sup>

## BATTLE OF PAMPHLETS.

The old Congregationalists and the staunch defenders of Yale were alarmed by the founding of a new and Episcopalian college in Connecticut. This jealousy found voice in an anonymous pamphlet, supposed to have been written by the Hon. R. S. Baldwin and published at Hartford in 1824. It is entitled "Considerations suggested by the establishment of a second college in Connecticut." This pamphlet claimed that Washington College was "an instrument of sectarian aggrandizement," a "scheme fraught with the seeds of discord," and that

<sup>1</sup>Boardman, *Church in Connecticut*, 41, 249.

<sup>2</sup>*Christian Journal*, January, 1824, p. 23, quoted in *Ecclesiastical Constitution of Yale College*, p. 446.

<sup>3</sup>*New England Magazine*, May, 1826, p. 401.

it would "entail on distant generations a source of implacable feuds and jealousies." A second college was declared to be not only unnecessary, but even to be injurious to the first, and "Washington College could rise into distinction and usefulness only by depressing Yale to the same extent." These fears have now passed away, but were very real then. Dr. Wheaton answered this in true controversial style with a pamphlet entitled "Remarks on Washington College and on the considerations suggested by its establishment." This was published at Hartford in 1825, and contained a quaint account of the intended discipline of the college. This discipline was to be "paternal and discreet," and no money was to be put in the students' hands.<sup>1</sup>

The other party insisted on having the last word, and succeeded in doing so, by the publication at Hartford, 1825, of another pamphlet, like the first presumed to be by the Hon. R. S. Baldwin, and entitled "An Examination of the remarks on considerations suggested by the establishment of a second college in Connecticut." With this the controversy ended.

#### INNER LIFE.

Some of the early rules of Trinity sound strange to us to-day.<sup>2</sup> No student might attend at "any festive entertainment in the city of Hartford or its vicinity." Students must not sleep in their rooms nor lie down on their beds during study hours. In summer the first recitation was at 5 a. m.; in winter, at 6 a. m. Tutors and professors had authority to punish by admonition, and by "fine not exceeding \$1."<sup>3</sup> Bedtime was 10 p. m., and after 10:30 p. m. no student might leave his room. In 1825 the Athenæum Literary Society was organized, and its rival, the Parthenon, two years later. Both died in 1870. They met on Saturday mornings and gave public exhibitions on alternate years. These were begun by the Athenæum Society in 1827 and consisted of poems, orations, debates, and original plays. The poet Park Benjamin was the first president of the Parthenon Society. The final decline and death of these societies were due, as in other colleges, to the growth of fraternities, to the preference now given to composition rather than debate, to the increased culture afforded by the prescribed curriculum, and to the outlet for literary production afforded by the college papers.

The Corax Club was formed in 1829. It is now known as the *I K A* Society, and is believed to be the oldest local college fraternity in the country. It possesses a fine chapter house on Vernon street. For

<sup>1</sup>The rule reads, to guard against any "extravagant or improper expenditure of the students, all funds to be put in the hands of the bursar," and his permission was needed to make a purchase. (Scribner's, XI, 604.)

<sup>2</sup>A fine of 50 cents was imposed for each night's absence at the beginning of the term. (Scribner's, XI, 604.)

<sup>3</sup>Scribner's, XI, 605.

student frolics the favorite resort was an "old brown house in the outskirts" of Hartford, which old graduates even yet love to call to mind.

In 1831<sup>1</sup> was organized the missionary society, still in successful operation. Its first president was George Benton, afterwards missionary to Greece and Crete, and from it, through the efforts of Augustus F. Lyde, of the class of 1830, came the establishment of the Board of Foreign Missions of the Protestant Episcopal Church. Alexander Jolly, bishop of Moray in Scotland, was given an honorary doctorate in 1826, and in 1827 was held the first commencement when a class of ten graduated; of these Rev. Oliver Hopson still survives (1890). In this class also graduated the Hon. Isaac E. Crary, first president of the alumni, delegate from the Territory and Representative in Congress of the State of Michigan,<sup>2</sup> and to a great extent the organizer of that State's educational system. In 1829 James W. Gordon, governor of Michigan, and Charles D. Hodges, judge and Congressman from Illinois, were alumni. John B. Ashe, Congressman from Tennessee, and James G. Campbell, judge of Louisiana's supreme bench, were graduated in 1830; while in the class of 1831 was the Rt. Rev. Thomas H. Vail, Bishop of Kansas.

#### RETIREMENT OF BISHOP BROWNELL.

In 1831 Bishop Brownell retired from the presidency of the college, that he might give all his attention to his diocese. He was the father of the college, more than any one man. "He had watched its progress with solicitude and witnessed its success with delight."<sup>3</sup> He was born at Westport, Mass., October 19, 1779. In 1804 he graduated with the highest honors from Union College and was a professor there for some years. He was called in 1819 to the bishopric from a position in Trinity Church, New York, and continued to fill the episcopal office till his death, January 13, 1865.<sup>4</sup> His previous experience in teaching had fitted him for the position of president, which he filled, "ruling in his gentle but firm manner, and by his thorough knowledge and love of men, and by his kindly treatment, bridging that gulf which often seems impassable between professor and student."<sup>5</sup> Another writer<sup>6</sup> says of him:

He was singularly well balanced and symmetrical, devout without being impassioned, earnest without being fanatical, firm and yet without obstinacy. He had a wonderful serenity of thought, a judgment that was rarely at fault, a moral character without spot or stain, and a religion calm, equable, real, and sincere.

His life was given, in the words of the motto chosen for the college he founded, "*Pro Ecclesia et Patria.*"

<sup>1</sup> Scribner's, XI, 604.

<sup>2</sup> New England Magazine, May, 1886, p. 401.

<sup>3</sup> Beardsley, Church in Connecticut, II, 251.

<sup>4</sup> Beardsley, Church in Connecticut, II, 189-199, 439.

<sup>5</sup> Scribner's, XI, 601.

<sup>6</sup> Bishop Clark.

On November 11, 1869, a statue of him, designed and modeled by Ives in Rome and cast in bronze at Munich, was unveiled on the Trinity campus. It stands on a pedestal 15 feet high, of Quincy granite, is itself 10 feet 6 inches high, and cost \$25,000. The good bishop is represented in his episcopal robes; his left hand clasps a prayer-book; his right hand is outstretched towards the college he loved, invoking perpetual benedictions upon it from heaven.<sup>1</sup>

PRESIDENT N. S. WHEATON (1831-1837).

Upon Bishop Brownell's retirement, it was natural that such "an early, steadfast, and liberal friend of the institution" as Dr. Wheaton should be chosen president.<sup>2</sup> He had been one of the original corporators and was rector of Christ Church, Hartford, before being called to be president. A graduate of Yale in 1814, he taught and studied theology and returned to Connecticut in 1819. During his pastorate in Hartford he aided in the erection of a handsome church. He served as president for six years and then left to accept a call to a church in New Orleans.<sup>3</sup> During his presidency the college prospered. Two professorships were partly endowed, one, the Hobart Professorship in 1835, with \$20,000 from citizens of New York. Of this, Trinity Church gave \$5,000 for five scholarships. A little earlier, the Seabury Professorship was also endowed with the same amount, \$20,000.

Dr. Wheaton established a preparatory school in connection with Washington College and adorned and beautified the grounds.<sup>4</sup> During the whole of this early period of the life of the college, it was very valuable to the Protestant Episcopal Church because of the young<sup>5</sup> men sent out into its ministry.

In 1844 Rev. Dr. Wheaton resigned his church, and after a year spent in Europe he returned to Hartford with broken health. A few years later he retired to Marbledale, his native place, and being a bachelor with ample means he was a great benefactor to the church there. In March, 1862, he died, leaving Trinity College \$10,000 for a chapel and a residuary legacy, which amounted to as much more, for the general fund. In speaking of his death Bishop Williams said:

For myself, I desire always to remember him as I first knew him, when he occupied the presidency of the college, as the clear and able expounder of the word of God, the patient and accurate instructor, the well-balanced Christian man, carrying under a reserved and sometimes cold exterior an unselfish, warm, and generous heart.<sup>6</sup>

<sup>1</sup> Memorial of proceedings at unveiling of statue.

<sup>2</sup> New England Magazine, May, 1886, p. 403.

<sup>3</sup> Beardsley, Church in Connecticut, II, 426.

<sup>4</sup> Brocklesby, College Book, p. 267.

<sup>5</sup> Beardsley, Church in Connecticut, II, 294.

<sup>6</sup> Beardsley, Church in Connecticut, II, 426, 427.

## PRESIDENT SILAS TOTTEN (1837-1848).

After President Wheaton left the college, Rev. Silas Totten, D. D.,<sup>1</sup> a graduate of Union College in 1830 and professor of mathematics and natural philosophy in Washington College since 1833, was chosen president. Prof. Totten had "proved himself eminently successful in his department of collegiate instruction,"<sup>2</sup> and during his presidency a charity fund of \$12,000 was raised for tuition by means of a subscription made throughout the diocese. Under his presidency also, the citizens of Hartford gave a second dormitory in 1845. This was called Brownell Hall, from the first president.<sup>3</sup> He also secured the endowment needed to complete the Seabury professorship fund from Nathan Warren, of Troy, N. Y., and under him the college<sup>4</sup> received its present name of Trinity. On August 2, 1848, he resigned his presidency and was made professor of moral and intellectual philosophy, belles lettres, and rhetoric in William and Mary College, Virginia. There he employed his leisure in preparing a history of that venerable institution.<sup>5</sup> In 1859, he became chancellor of the University of Iowa, which post he resigned in 1864. Dr. Totten died at Lexington, Ky., on October 7, 1873.

## TRINITY COLLEGE.

In 1845, on petition of the corporation, acting at the desire of the alumni, the legislature changed the name of the institution from Washington to Trinity College. This change was to avoid confusion arising from the fact that there were other Washington colleges in the United States,<sup>6</sup> to "attest forever the faith of its founders and their zeal for the perpetual glory and honor of the one, holy, and undivided Trinity,"<sup>7</sup> and to secure for the college a name, which at Cambridge, England,<sup>8</sup> "had been long associated with sound learning." At the same time, the alumni were organized into a house of convocation and made "a constituent part of the academic body." The trustees also organized the board of fellows, consisting of six senior and six junior fellows,<sup>9</sup> who are to be masters of arts, appointed by the corporation, and to them is intrusted the superintendence of the strictly academic business of the college.

The house of convocation consists "of the fellows and professors of Trinity College with all persons who have received any academic de-

<sup>1</sup> He was born in Schoharie County, N. Y., March 26, 1804.

<sup>2</sup> Beardsley, *Church in Connecticut*, II, 314.

<sup>3</sup> Scribner's, XI, 604.

<sup>4</sup> College Book, p. 267.

<sup>5</sup> Allibone, III, 2436.

<sup>6</sup> *New England Magazine*, May, 1836, p. 406.

<sup>7</sup> Beardsley, *Church in Connecticut*, II.

<sup>8</sup> Senior fellows are elected by corporation; junior fellows are appointed by corporation on nomination of house of convocation. (*Gen. Cat.*, 1862.)

gree whatever in the same, except such as may lawfully be deprived of their privileges," and it transacts such business as the trustees lay before it.<sup>1</sup>

From 1849 to 1889, the bishop of the Protestant Episcopal Church was made *ex officio* chancellor and president of the board of trustees, and the official hierarchy was completed by a board of visitors, first appointed in 1859. In 1857 trustees from other States than Connecticut were admitted, and in 1883 the charter was amended so that three of the trustees might be elected by the alumni.<sup>2</sup>

#### SOCIAL LIFE PREVIOUS TO 1850.

Early in the history of the college many Southern students came and imparted a different influence from that at most New England colleges.<sup>3</sup> As early as 1834 there was a student corps known as the Washington College Archers, who paraded in black and white uniforms on the Hartford green and made excursions to Springfield. The sophomores, as in every other college, attended to the burning of conic sections; the juniors had their exhibition; the seniors their class day, modeled on Harvard's. Commencements<sup>4</sup> down to 1875 were held in Christ Church, and after Bishop Brownell became old the commencement processions on their way to church always passed his house and the band played "Auld Lang Syne."

One of the characters of the college was Prof. Jim, an old negro janitor who served the college over fifty years and of whom the students made much.<sup>5</sup>

In June, 1845, the Beta of Connecticut of the venerable  $\Phi B K$  fraternity was established at Trinity. It still prospers and takes the first one-third of the class in scholarship. Of late years an imitation of  $\Phi B K$  has sprung up at Trinity. The name of this society is  $K B \Phi$ , its motto: "Probability the Guide of Life," and its membership the last third of the class.

In 1832 a local society, known as  $\Phi K$ , was founded with the mystic motto "Di Chado." In 1877 it became a chapter of the  $A \Delta \Phi$  fraternity, and ranks high among the secret societies at Trinity. It owns a superb site on Vernon street, near the college buildings, on which it has lately built an elegant chapter house. Its old rival, the local society of  $B B$ , was founded in 1842. It adopted the same policy as  $\Phi K$ , and became a chapter of the  $\Psi T$  fraternity in 1880. It possesses a fine chapter house on Washington street, to which the only drawback is its distance from the college.

<sup>1</sup>Scribner's, XI, 604. Title changed to Association of the Alumni in 1883.

<sup>2</sup>Catalogues of Trinity College.

<sup>3</sup>Scribner's, XI, 604.

<sup>4</sup>For some time these were held on the first Thursday in August.

<sup>5</sup>Scribner's, XI, 606.

## STUDENTS.

In 1833 the library of the college contained 5,000 volumes; those of the societies 2,500 more.<sup>1</sup> In 1840 tuition was \$33 annually; board for the thirty-nine weeks of the year, \$85; room rent, \$19.50. Of the 115 alumni up to that time 42 had become ministers.<sup>2</sup> The number of students did not greatly increase; but many fine men were graduated. The class of 1832 contained the Rev. E. E. Beardsley, the church historian; the Rev. John W. French, professor at West Point; the Hon. Robert Treat Paine, Congressman from South Carolina; and the Hon. John S. Phelps, governor of Missouri. A year later were graduated the Hon. Robert W. Nicholls, supreme court judge in Louisiana; the Hon. I. Nevett Steele, LL. D., minister to Venezuela; and the Rev. C. M. Butler, professor in the Philadelphia Divinity School.

In 1834 were graduated the Rev. William B. Ashley, professor in the Nashota Theological School, and, a year later, the late Archbishop Bayley of the Roman Catholic Church and Bishop Williams, of Connecticut. In 1837 Dr. Pliny A. Jewett, of the Yale Medical School, and the Rev. Abner Jackson, later president of Trinity, graduated. Robert B. Fairbairn, president of St. Stephen's College, and Judge Dwight W. Pardee, of Connecticut, were members of the class of 1840. The Rev. T. R. Pynchon, later president of Trinity; Henry H. Brownell, "the battle laureate of America;" and the Hon. T. L. Harris, Congressman from Illinois, were graduated in 1841. In 1843 were graduated the Rev. T. S. Preston, vicar-General of New York; Judge W. E. Curtis, of New York; the Hon. J. W. Bradin and F. J. Clerc, both rectors of Burlington College. Bishop J. A. Paddock, of Washington, is an alumnus of 1845, and J. B. Wakefield, Congressman from Minnesota, were graduated with Malcolm Douglass, president of Norwich University, Leonard Kip, and the Hon. H. J. Scudder, Congressman from New York, in 1846. In 1848 Bishop B. H. Paddock, of Massachusetts, was graduated.

## PRESIDENT JOHN WILLIAMS (1848-'53).

This venerable man, now the senior bishop of the Protestant Episcopal Church, was less than 31 years of age when chosen president, having been born at Deerfield, Mass., August 30, 1817. He had spent the first two years of his collegiate life at Harvard, but then came to Washington College and graduated there in 1835. He had already "given ample promise of extraordinary abilities," and was, October 29, 1851, consecrated assistant bishop of Connecticut. The library fund was increased and the course of instruction developed during his administration. He also gave theological instruction, from which grew the

<sup>1</sup>Darby and Dwight's Gazetteer, in Barbour's Historical Collections, p. 38.

<sup>2</sup>Dwight's Connecticut, p. 448.

Berkeley Divinity School. As the cares of his diocese increased and the new divinity school at Middletown needed his presence, he resigned his presidency of Trinity in 1853.<sup>1</sup>

PRESIDENT DANIEL R. GOODWIN (1853-'60).

During this presidency the Scovill Professorship of Chemistry and Natural Science was founded, for which J. L. M. Scovill gave \$10,000, his brother, W. H. Scovill, \$5,000, and Scovill M. Buckingham \$3,000. In 1856 Mrs. Sarah Gregor of Norwalk, Conn., founded the Brownell professorship. John P. Elton gave \$5,000 for the library, and a special effort to add \$100,000 to the college's permanent fund was crowned with success, nearly the whole amount being from Connecticut men.<sup>2</sup> Dr. Goodwin is described as "preëminent as a logician and a man of high scholarly attainments."<sup>3</sup> He was born in North Berwick, Me., April 12, 1811, graduated at Bowdoin in 1832, and was professor of modern languages there from 1835 to 1853. From 1860 to 1868 he was provost of the University of Pennsylvania, and after 1865 professor of systematic theology in the Protestant Episcopal Divinity School at Philadelphia. President Goodwin died in April, 1890.

PRESIDENT SAMUEL ELIOT (1860-'64).

The next president was born December 22, 1821, and graduated from Harvard in 1839. He is described as a "gentleman of marked intellectual and social culture."<sup>3</sup> The civil war, occurring during his term of office, crippled the college by depriving it of its Southern students. Since his resignation of the presidency he has been principal of the girl's high school at Boston, Mass., from 1872 to 1876, and superintendent of public schools in that city from 1878 to 1880.

PRESIDENT JOHN B. KERFOOT (1864-'66).

Bishop Kerfoot was born in Dublin, Ireland, March 1, 1816, and was brought to this country when 3 years old. He studied theology with Dr. Muhlenberg, and was president of St. James College, Maryland, from 1842 to 1864, when he came to Trinity. In 1866 he was chosen the first bishop of Pittsburg and resigned his presidency. He died July 10, 1881.

PROF. JOHN BROCKLESBY, LL. D., ACTING PRESIDENT (1866-'67).

Prof. Brocklesby, who held the chair of mathematics and natural philosophy from 1842 to 1882, acted as president for the next year. He was born in West Bromwich, England, October 8, 1811, and died in

<sup>1</sup> New England Magazine, May, 1886, p. 404; College Book, p. 268.

<sup>2</sup> Beardsley Church in Connecticut, II, 382.

<sup>3</sup> College Book, p. 268.



Hartford June 21, 1889. He graduated at Yale in 1835, studied law, served as a tutor in his alma mater, and then was called, after beginning the practice of law, to his lifelong position. Prof. Hart in his commemorative address delivered before the alumni said he was "faithful and diligent in every duty, a kind and sympathetic friend of the students, a wise and earnest counsellor of his colleagues, an honored and esteemed citizen." His long connection with Trinity made him "esteemed among the alumni for many kind qualities of head and heart."<sup>1</sup>

PRESIDENT ABNER JACKSON (1867-'74).

President Jackson, the only one who has died in office, was born at Washington, Pa., November 4, 1811. He studied first at Washington College, Pennsylvania, and then at Washington (Trinity) College, Connecticut, and graduated from the latter in 1837. He was professor of ethics and metaphysics from 1840 to 1858, when he was chosen president of Hobart College. From thence he was recalled, as president of his alma mater, and died in Hartford April 19, 1874. His administration was emphatically a successful one. He was "a determined and energetic man, with great breadth of intellect and liberal culture; he was eminently fitted to occupy the position he had filled with marked ability; sincere and with manners most affable and winning. Through him the college became more identified with Hartford and was at the same time making itself favorably felt among similar institutions with whose members the president cultivated the most friendly terms."<sup>2</sup> Under him there was a marked increase in students, the number reaching 100 for the first time in 1871-'72. In 1869 the statue of Bishop Brownell, previously spoken of, was given by Gordon W. Burnham, of New York, his son-in-law. In 1871 Mr. Chester Adams, of Hartford, left the college about \$65,000, the largest gift from any individual up to that date.<sup>3</sup> Under his presidency, the site of the college was changed and he himself sent to England, where he secured elaborate plans for new buildings.<sup>2</sup>

THE NEW SITE.

In 1872, after much deliberation, the trustees accepted the offer of the city of Hartford, which wished to buy the college campus for a large sum, that it might offer it to the State as a site for the new capitol. The college reserved the right to occupy for some five or six years so much of the buildings as it should not be necessary to remove. In 1873 a site of some 80 acres, a mile from the old campus, was purchased. This is situated on Rocky Hill, a ridge of trap running southward from the city. On the east lies the city; on the west, "beyond an escarpment of rock, fertile fields stretch away" to far-off hills.

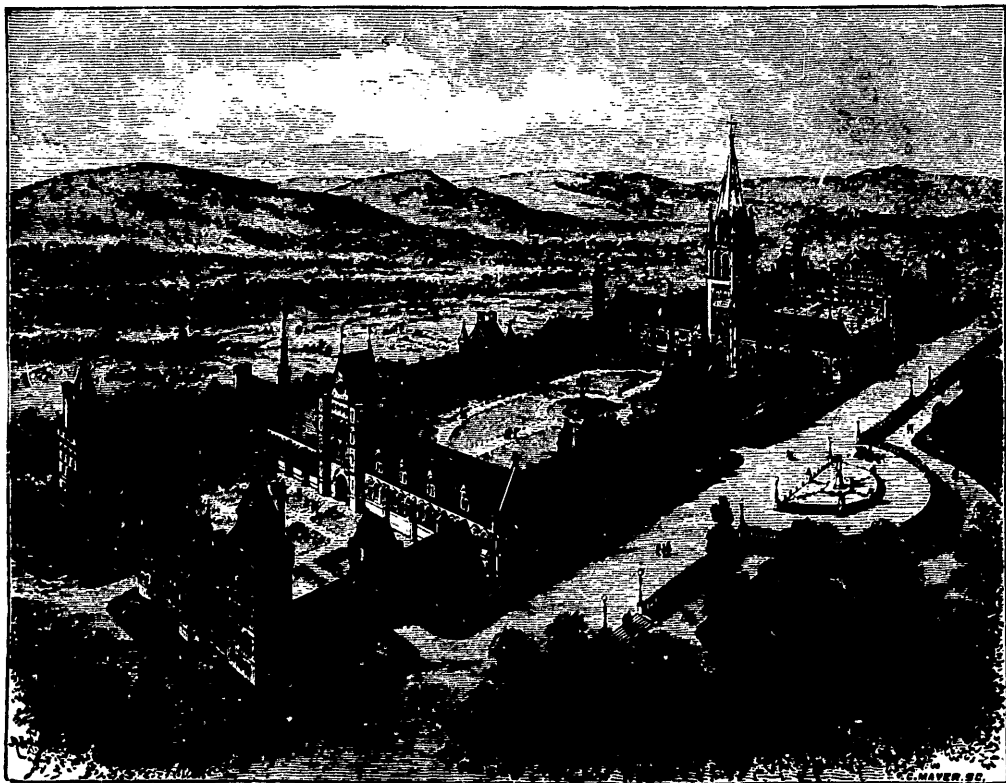
<sup>1</sup> College Book, p. 268.

<sup>2</sup> Scribner's, XI, 610.

<sup>3</sup> New England Magazine, May, 1886, p. 404; College Book, p. 269.



PRESENT TRINITY COLLEGE, MAIN BUILDINGS.



ORIGINAL PLAN OF TRINITY COLLEGE WHEN COMPLETED.

The design is intended to be symmetrical and does not strain for effect. "The style is simple in character and free from excessive ornamentation, presenting picturesque effects by boldness of detail and grouping of prominent features, as well as the introduction of emblematical sculpture at objective points." The original plans made by Mr. Burgess, the eminent English architect, were intended to supply the needs of the college for all coming time. Mr. J. H. Kimball, of Hartford, was sent abroad to acquaint himself with the minutiae of the work, and several changes in the plan were made; among them were a change from four to three quadrangles. The design was to have a great quadrangle, flanked by a smaller one for students on the north and another for professors on the south. The north quadrangle was to contain a chapel and dining hall; the south, a library and museum. On the west side were to be blocks of buildings for dormitory and lecture rooms. A theater for public occasions was to be on the north side of the north quadrangle and the observatory in a tower in the northwest corner.<sup>1</sup>

The grounds were laid out by Fred. Law Olmsted and ground broken July 1, 1875. It was not to be expected that this great mass of buildings could be built at once, and only the west side of the great "quad" is completed. The architecture is in the French secular Gothic style; the material of the buildings, brown Portland stone, trimmed with white Ohio sandstone.<sup>2</sup>

#### PROGRESS—1849-'74.

Among the students during this period were, in the class of 1849, Dr. C. A. Lindsley, of the Yale Medical School; in that of 1851, the Hon. C. J. Hoadley, State librarian of Connecticut, and Governor C. C. Van-Zandt, of Rhode Island. In 1852, Bishop John W. Beckwith, of Georgia, was graduated, as was Bishop David B. Knickerbocker, of Indiana, a year later. Another Bishop, the Rt. Rev. John Scarborough, of New Jersey, is an alumnus of 1854, and the class of 1857 adds still another in Bishop William W. Niles, of New Hampshire, called to his present post from the chair of Latin in Trinity. The Rev. E. C. Bolles is a member of the class of 1855 and the Rev. G. S. Mallory of that of 1858, as are Dr. James E. Mears, of Philadelphia, the late Prof. H. H. Prince, of the University of Virginia, and the Rev. W. H. Vibbert, formerly of the Berkely Divinity School. The first professor of Trinity to die in office was the Rev. E. E. Johnson, of the class of 1859. One of his associates says of him, "the brilliancy and enthusiasm of his genius was only equaled by his untiring devotion to duty."<sup>3</sup> Other graduates of note before 1860 were John F. Mines, better known as Felix Oldboy, of the class of 1854, Prof. A. A. Benton, of the University of the South, and Pres. E.

<sup>1</sup> Report Committee on Education, 1874, p. 48; College Book, p. 273

<sup>2</sup> New England Magazine, May, 1886, p. 407.

<sup>3</sup> Perry American Episcopal Church (Prof. S. Hart), II, 538, 547.

M. Gallaudet, of the National Deaf Mute College of Washington, in 1856, and the Hon. Wm. Hamersley, of the Connecticut courts, in 1858.

In 1860, was graduated E. V. Stoddard, M. D., professor in the Buffalo Medical School, and a year later another physician became an alumnus, Dr. R. O. Cowling, professor at the Louisville Medical School. In 1862, we find D. L. Peck, formerly professor in the University of Alabama, and, three years later, the Rev. C. T. Olmsted, formerly professor in St. Stephen's College. The Rev. Samuel Hart, professor of Latin in Trinity, who is said to be the highest authority on liturgy in the Protestant Episcopal Church and to whom the author is indebted for many favors,<sup>1</sup> is a graduate of 1866.

Three others of those who have been on the faculty graduated in three successive years, the Rev. Henry Ferguson in 1868, G. O. Holbrooke in 1869, and the Rev. F. S. Luther in 1870.

Bishop Wells, of Spokane, was graduated in 1864; Bishop Nichols, of California, in 1870; Prof. J. H. Barbour, of the Berkeley Divinity School, and Prof. E. M. Hyde, of Lehigh, in 1873.

Student life remained much the same.<sup>2</sup> The *E* Chapter of the  $\Delta \Psi$  fraternity was established at Trinity in 1850. They have flourished and occupy a fine chapel-like chapter house of granite near the college. A chapter of  $\Delta T$  was at Trinity from 1869 to 1876. As to athletics, Trinity rowed early, and in 1858 sent a crew to a regatta at Worcester, between Trinity, Brown, Harvard, and Yale. In 1873 it had a crew in the intercollegiate race at Springfield, and again in 1874 at Saratoga. In 1875 one of the crew died while in training, and so Trinity did not enter. Now, however, rowing has entirely died out, as the college has been removed far from the river.<sup>3</sup>

Trinity had a journal at an early date, called the Cabinet, and the Tablet was first issued in 1869 as a monthly. As such it proved successful, and in 1878 was made biweekly. It is noted for its sprightly verse.

#### PRESIDENT T. R. PYNCHON (1874-'83).

Dr. Pynchon was born in New Haven, January 19, 1823, and graduated at Washington (Trinity) College in 1841. He studied theology and preached for some years, and from 1854 to the time of his becoming president, he was Scovill professor at Trinity. He was chosen president November 7, 1874, and at once "entered vigorously upon the labor of providing the college with a new home."<sup>4</sup> He held office till 1883, when he resigned, but continues to hold the chair of moral philosophy.

<sup>1</sup> Especially for reading the proof of this chapter.

<sup>2</sup> During the Rebellion many brave men from Trinity fought. Among them was Gen. Stedman, who fell before Petersburg.

<sup>3</sup> Scribner, xi, 606.

<sup>4</sup> New England Magazine, May, 1886, p. 405.

## NEW BUILDINGS.

In the autumn of 1878 two blocks of buildings were dedicated. They bear the names of two of the old buildings, Jarvis and Seabury halls, and were erected as parts of the west side of the quadrangle. Under Dr. Pynchon's direction the plans had been modified so that these buildings might be sufficient for the present needs of the college, and in them provision was made for lecture rooms,<sup>1</sup> chapel, library, and cabinet, as well as for students' rooms. Jarvis Hall contains 44 suites of rooms for students and junior professors. Each suite consists of three rooms, a study and two bedrooms, and runs through the building, thus giving plenty of air and light.<sup>2</sup> Jarvis Hall is three stories high and divided into sections by brick party walls.<sup>3</sup> The rooms have cheerful fireplaces. Seabury Hall contains the lecture rooms, which are "finished, as is all the rest of the buildings, in ash and with massive Ohio-stone mantelpieces," the chapel, and other public rooms. The chapel is arranged choirwise and has accommodations for 200; it is adorned with handsome woodwork, and is provided with a fine organ. The museum contains a full set of Ward's casts of fossils, a large collection of mounted skeletons, and cases filled with minerals and shells. The library contains 34,000 books and 22,000 pamphlets, and to it large and valuable additions have lately been made, so that a special building will soon be needed. The physical and chemical laboratories were in Seabury Hall<sup>2</sup> till five years ago. During Dr. Pynchon's presidency the fund of Trinity received a large increase from Col. C. H. Northam, of Hartford. He endowed a professorship with \$50,000 in 1882, gave \$75,000 for the general fund, and built Northam towers, connecting the two halls, in the same year. Northam towers are four stories high and contain students' apartments.

PRESIDENT G. W. SMITH (1883).<sup>4</sup>

The president now holding office, the Rev. George W. Smith, was born at Catskill, N. Y., November 21, 1836, and graduated from Hobart College in 1857. He taught, studied theology, and, during the civil war, was clerk in the Navy Department. From 1865 to 1871, he was a chaplain in the U. S. Navy, and from 1871 till his election to the presidency, he was engaged in the work of a pastor. On taking office, he was "welcomed to his duties with much enthusiasm."

Both in 1873 and in 1878 two men had received the degree of bachelor of science; but, with those exceptions, all graduates had gone through the regular academic course. In 1884, however, considerable

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<sup>1</sup> New England Magazine, May, 1886, p. 405.

<sup>2</sup> New England Magazine, May, 1886, p. 407.

<sup>3</sup> College Book, p. 274.

<sup>4</sup> In 1888 he was chosen assistant bishop of Ohio, but declined.

changes were made in the curriculum and arrangements were made for four courses leading to a degree. They are a course in arts (the old college course) leading to a B. A., a course in letters and science, and a course in science,<sup>1</sup> for which the degree of B. S. is given, and a course in letters, leading to a degree of Bachelor of Letters. Elective studies were also introduced in the two highest years at the same time.

#### GYMNASIUM, SCIENCE HALL, ETC.

In 1883 the St. John Observatory, small, but well furnished, was built on the south part of the campus, and at the north end the president's house was erected in 1885.

The old gymnasium is a wooden building on the north campus, south of the president's house, and was replaced in 1887 by the present one, which is largely the gift of Junius S. Morgan, of London, England. It is built of brick, has ample and modern appliances, stands in the northeast part of the campus, and contains a hall or theater in the upper story.

In 1888 was erected the Jarvis Hall of Science, given by George A. Jarvis, of Brooklyn, N. Y., in the southeast part of the campus. It is built of brick and is finely fitted up.<sup>2</sup>

#### CURRICULUM.

Trinity has ever aimed to give a nonprofessional education, "meant so to train the mental faculties, as to put them in the most efficient condition and to qualify a student to enter with success upon the study of any of the professions."<sup>3</sup> Its opening programme stated that "students may enter for the regular course, or only to pursue such particular studies as may be suited to their circumstances." Further, in the second programme we find "if the amount of their attainment shall be judged by the faculty to be equal to the knowledge acquired in the regular course, they may be candidates for degrees in the arts which are conferred on the students of that course." Great intellectual freedom has thus been allowed at Trinity from the first. At the start modern languages and natural sciences received especial attention, the strong bias toward the latter being partly due to Bishop Brownell's having taught them at Union and studied them from distinguished professors in Europe.

Most of the first professors came from the Middle States, and the influence of Union College is marked. To President Wheaton the college owes a telescope and many valuable pieces of apparatus, as well as the nucleus of the library. He was an excellent classical scholar, "but leaned to the development of mathematical and scientific departments."

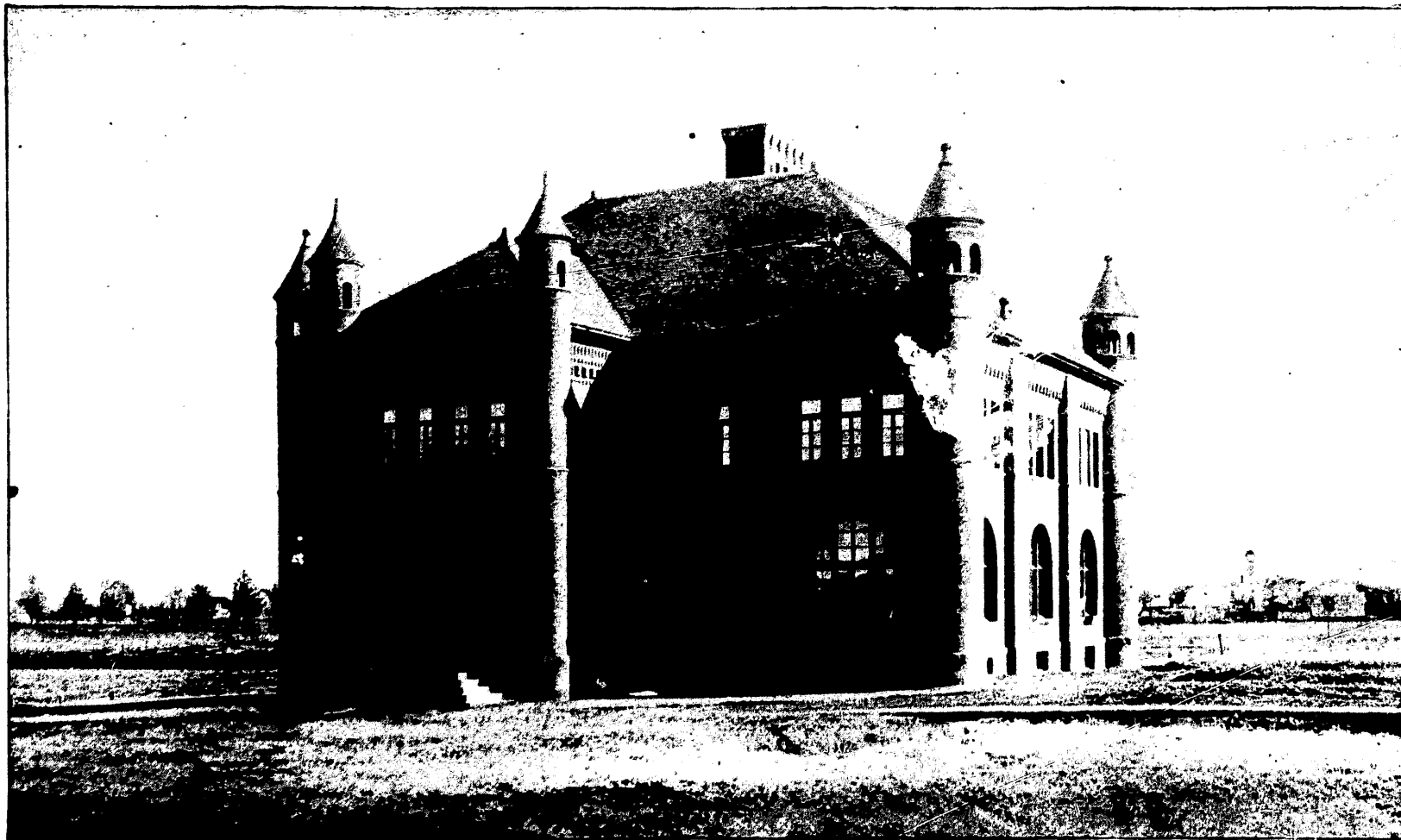
<sup>1</sup> This is a three-years course.

<sup>2</sup> Catalogue 1888.

<sup>3</sup> Catalogue 1877.



GYMNASIUM—TRINITY COLLEGE.



JARVIS HALL OF SCIENCE--TRINITY COLLEGE.



President Totten and Prof. Duncan L. Stewart,<sup>1</sup> both from Union, caused great attention to be paid to political economy, constitutional history, and international law. Bishop Williams brought in greater attention to classics and made the study of languages receive equal attention with that given to philosophy and science. President Goodwin gave an impetus to modern languages; President Eliot to history; President Jackson to philosophy. Within the last four years in President Smith's administration, the number of elective courses has been greatly increased, and now about two-fifths of the work of the Juniors and three-fifths of the work of the Seniors is in elective studies.

In 1885, Louis M. Cheeseman, PH. D., professor of physics, died, after a service of two years. This brilliant and short-lived scholar was the second of the faculty to die in office.<sup>2</sup>

Examinations for admission to Trinity are held at Hartford, New York, Philadelphia, Pittsburg, Chicago, and San Francisco. The requirements for the course in arts consist of Latin, Greek, mathematics, and English. For the courses in letters and science and in letters alone they are similar, with the omission of Greek. For the course in science, no Greek and less Latin are required, but the amount of mathematics and English is increased and history of the United States is added.

The first recitation on Monday morning, throughout the course, is devoted to religious studies. The courses of study are comprehensive and thorough, and in addition to the required amount, certain voluntary studies are provided, with very good results. The year begins about the middle of September and closes with commencement in the end of June. There is a Christmas recess of two or three weeks and a spring one of ten days. Honors are given to students who receive an average of nine-tenths in the marks for their course.

A list of students attaining the honor grade in any college year is published in the catalogue of the following year, and a student attaining the honor grade in all his studies throughout the college course receives the title of Optimus. Students whose marks during the course amount to 75 per cent of those attainable, receive appointments for commencement.

#### TRINITY OF TO-DAY.

The college library now has a fund of some \$30,000. Tuition is \$100, room rent from \$25 to \$100. Students in need of assistance receive aid from beneficiary funds, there being some fifty of such scholarships. There is also a free loan library, endowed by Rev. J. G. JACOBS, of the

<sup>1</sup> Professor of mathematics and natural philosophy, 1833-1855, and emeritus till his death in 1880.

<sup>2</sup> *Perry American Episcopal Church*, II, 538-547.

class of 1847. The degree of M. A. is given in course after three years to graduates giving evidence of advanced work.

In 1859 the oldest prize was founded by Miles A. Tuttle, of Hartford; it consists of \$30 and is given for the best essay on a prescribed subject. Chemical prizes of \$30 and \$20 are given for theses on subjects. The students, in continuance of a custom began by the literary societies, give two medals yearly for writing and pronouncing English orations. A prize is given for the best "version" into English of a Latin author and declamation of it. Other prizes are given of \$25 for Latin, \$20 for mathematics, \$35 and \$25 for history, \$15 and \$10 for English composition. Mrs. James Goodwin, in 1885, founded two Greek prizes of \$35 and \$25, and Dr. Charles D. Scudder and Edward M. Scudder, of New York City, have offered an English literature prize of \$65. The class of 1885 has provided for prizes in the modern languages. Mrs. Frances J. Holland, daughter of Bishop Brownell has by a legacy in 1890, endowed three scholarships in memory of her husband, having each an annual income of about \$600. During the past year provision has been made for a fellowship by a legacy of \$10,000 from Henry E. Russell.

The social life at Trinity is very pleasant, as all the students live together. A german club gives several dances during the winter, the glee club gives concerts in neighboring towns, the athletic association has its meets, football and baseball are played, and plays given in the gymnasium. In 1879 the *A. X.* Chapter of *A. K. E.* was founded at Trinity, making five fraternities there then. To these have been added during the past year, chapters of the  $\Sigma. A. E.$  and  $\Phi. \Gamma. \Delta.$

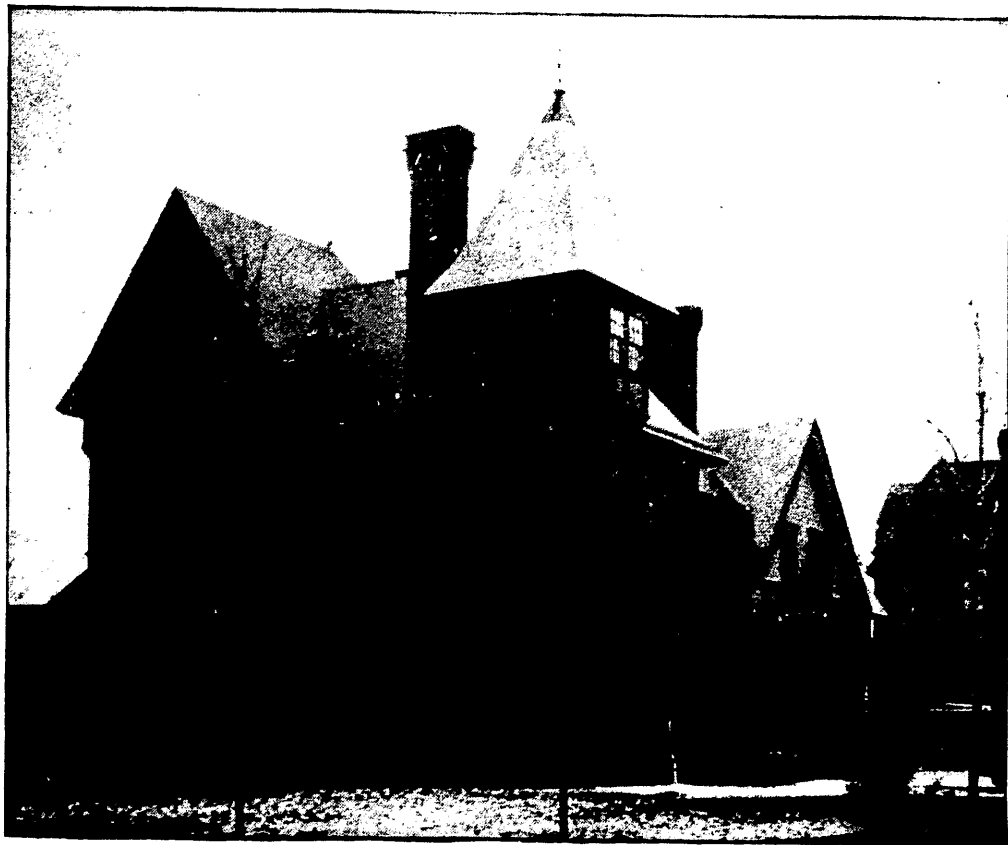
The number of student fell off just before President Smith's accession, and there were but 66 in 1884.<sup>1</sup> Now, however, they have greatly increased, and amount to 122 (1892-93). When the last quinquennial catalogue was issued in 1890, 1,409 had received degrees from Trinity, of which 404 had been honorary. Of the alumni, numbering 1,005 in all, 330 had died and 354 had become clergymen.

Trinity's course of instruction unites the conservatism of experience with adaptation to the needs of modern scholarship, all under the acknowledged influence of religious nurture; her well-stocked library and ample museum, with her unrivaled accommodations for students, furnish her for her work, so that she is, in reality as well as in name, in the affections of her members as well as in her profession, a home for sound learning." Its site and surroundings are attractive, its students congenial, the relation between teacher and scholar peculiarly intimate, and, under its present vigorous management and able faculty, a prosperous future seems destined for Trinity College.

The present faculty consists of President G. W. Smith, Hobart professor of metaphysics; the Rev. T. R. Pynchon, Brownell professor of

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<sup>1</sup> In 1852 there were 79.



PRESIDENT'S HOUSE—TRINITY COLLEGE.

moral philosophy; the Rev. Samuel Hart, professor of Latin; the Rev. I. T. Beckwith, professor of Greek; the Rev. F. S. Luther, Seabury professor of mathematics and astronomy; the Rev. Henry Ferguson, Northam professor of history and political science; Charles F. Johnson, professor of English literature; the Rev. John J. McCook, professor of modern languages; Wm. L. Robb, professor of physics; R. B. Riggs, Scovill professor of chemistry and natural science.

Among the lecturers is Charles Dudley Warner on English literature. Recent alumni are Judge Joseph Buffington of the U. S. Court, and W. E. Curtis, Assistant Secretary of the Treasury, in 1875, Richard E. Burton, in 1883, and Prof. C. M. Andrews, of Bryn Mawr College, in 1884.

## CHAPTER VII.

### WESLEYAN UNIVERSITY.<sup>1</sup>

#### MIDDLETOWN.

On the west bank of the Connecticut River and rising high on terraces above it, stands the pleasant city of Middletown, embowered in trees. It is a quiet and quaint place of slow growth, but with a most charming population and most delightful surroundings. All three of the Connecticut colleges have lovely sites, but Wesleyan's is loveliest of all. About 150 feet above the river is High street, and on this street on the summit of one of the terraces are the buildings of Wesleyan. From the top of Judd Hall the eye ranges over the country and sees a most exquisite view, said to be the finest in the lovely valley of the Connecticut south of Mount Holyoke. Across the river is Portland, with its famous quarries furnishing brownstone for city houses, and the whole neighborhood is very rich in minerals.<sup>2</sup>

“THE AMERICAN LITERARY, SCIENTIFIC, AND MILITARY ACADEMY.”

In 1824, Capt. Alden Partridge, who had formerly been superintendent of West Point, opened this institution at Middletown. He purchased a site of 13 acres, fronting for 634 feet on High street. The curriculum was intended to be similar to that of the United States Military Academy and the citizens becoming interested subscribed liberally towards it. The foundation of the Lyceum<sup>3</sup> was laid October 24, 1824, with masonic rites, two substantial stone buildings were erected, and there was great success at first. On August 22, 1825, the academy opened and the first catalogue showed 19 officers and 281 cadets from nearly every State. The old laboratory of Wesleyan was built for a gun house, and the boarding hall was also erected in 1825. The discipline grew lax, complaints of disorderly conduct were frequent, the number of students fell off, and an attempt in 1828 to obtain power to give degrees failed to receive the assent of the legislature. As a result of this, Capt. Partridge removed the academy to Norwich, Vermont, in 1829.<sup>4</sup> His departure left the buildings vacant and in the hands of the trustees, by whom they were offered for sale.

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<sup>1</sup>The illustrations of Wesleyan University building are from photographs furnished by Mr. H. B. Slayback, Class of 1890.

<sup>2</sup>College Book, p. 301.

<sup>3</sup>Now, since 1871, South College.

<sup>4</sup>College Book p. 303; Field's Middlesex, p. 108; Annals of Wesleyan University p. lxxx.



GENERAL VIEW OF WESLEYAN UNIVERSITY.

## METHODIST EFFORTS FOR A COLLEGE.

At an early period the Methodists of the United States founded Cokesbury College, named from the two bishops, Coke and Asbury, at Abingdon, Md. After its discontinuance on account of the burning of the buildings, no second attempt was made till Asbury College was founded at Baltimore in 1816. This also failed soon and the Methodists had no institution for higher education under their control. Several successful Methodist academies were in operation and the need of something higher was felt. At a meeting of the trustees of the Military Academy after Capt. Partridge left in 1829, one of them jokingly said that if the Methodists were thinking of founding a college they would sell them their buildings for \$4,000.

This chance remark was told to the Rev. Laban Clark, D. D., who was in Middletown soon thereafter. With an instant perception of the great opportunity thus open, he at once notified the trustees that he would accept the offer and be responsible for the money himself. Following up this far-seeing determination he placed the proposals of the trustees before the New York and New England conferences of the Methodist Church and urged on them the necessity of founding a college and the opening for founding one at Middletown. They assented to the first proposition, and the two conferences appointed a joint committee, which, following the plan Trinity had adopted a few years before, issued a circular inviting different towns to compete by subscriptions for the privilege of becoming the site of the college. Troy, N. Y., Wilbraham, Mass., where the Methodists already had a flourishing academy, and Bridgeport, Conn., made liberal offers; but Middletown's promises were more than any of the others. The trustees of the old academy there offered the buildings and nearly 15 acres of land as a free gift on the sole condition that they be used forever for a college and that \$40,000 for endowment be first raised. The proposition was accepted and citizens, consoled for the loss of Washington College some five years before, raised \$18,000 before the end of 1829. The gift of the trustees is estimated at \$30,000, and of the amount raised by subscription \$10,000 was voted in town meeting. The report of this committee was unanimously accepted by the conferences in the spring of 1830, and it was determined to constitute the board of trustees: one-third from each of the two conferences and one-third from the trustees of the Military Academy.<sup>1</sup>

WESLEYAN UNIVERSITY.<sup>2</sup>

At the May session of the legislature in 1831, the charter of "Wesleyan University" was granted. The property, by the act of incorporation, is vested in the trustees, and these were to serve for life or good

<sup>1</sup> Wesleyan University Annals, LXXXI, College Book, p. 305.

<sup>2</sup> Edward Cooke, D. D., in "Early Schools of Methodism," by A. W. Cummings, pp. 169-186.

behavior, and fill vacancies among their number. The election of the faculty, arrangement of instruction, and determining of all questions of administration and discipline were vested jointly in the trustees and an equal number of visitors appointed annually by the New York and New England conferences and such other conferences as should afterwards be allowed. A special provision was inserted "that subscribing to religious tenets shall never be a condition of admission to students, or a cause of ineligibility to the president, professors, or other officers."

The first meeting of the joint board was held in the lyceum on August 24, 1830, nearly a year before the granting of the charter. It was then voted to open the college in August, 1831, and to have in the meantime a preparatory school in the building, conducted by Rev. W. C. Larabee, a graduate of Bowdoin. Other regulations were made; salaries of the professors were fixed in May, 1831, at \$850 and two-thirds of the tuition fees, provided the total did not exceed \$1,500. The president was to receive \$1,100; tuition was to be \$6 for each daily study; room rent, \$3 and \$4, according to location; fee for graduation, \$5. It was a day of small charges. So Rev. Laban Clark saw the desire of his heart accomplished and the college founded. That it was founded was largely due "to his vigor and enthusiasm, and his prudence, energy, and fertility of resource were for many years of inestimable value in all the councils of the corporation."<sup>1</sup>

#### PRESIDENT WILBUR FISK (1831-'39).

At the first meeting of the joint board, Rev. Wilbur Fisk, D. D., then principal of the Wesleyan Academy at Wilbraham, was chosen president of the new institution, which he served with faithfulness till his death on February 22, 1839. He had been identified with the enterprise from the very first, and fittingly lies in the college cemetery opened on a knoll west of the building, two years before his death. President Fisk was born at Brattleboro, Vt., on August 31, 1792, was graduated from Brown University in 1815, studied law, but later entered the ministry, and was made principal of the Wilbraham Academy in 1826.

"The institution could not have been more happy than it was in the selection of its first president," says Dr. Field, and we echo that thought. In him was found a rare union of sweetness and strength, of great executive abilities and "a woman's delicacy and quickness of feeling." His sympathy was large and ready, his temper gentle and saintly, his personal influence over the students great. To him chiefly it is due that Wesleyan successfully passed through its first years of scanty means and countless difficulties. He gave the best energies of his mind and body to the college, performing an astonishing amount of labor for one so feeble in health. For Wesleyan he traveled over the

<sup>1</sup> Wesleyan University Annals, LXXXII, College Book, p. 306.



Northern and Eastern States to secure an endowment, went to Europe to procure apparatus, attended personally to the minutest details of management, and into the hearts of the friends of the college he "infused something of his own calm confidence and quiet energy." When he assumed office he was already known outside, as well as within the Methodist church, as a cultured scholar, an able thinker, and a finished writer and speaker. He added to this reputation by his conduct in the presidency. His "pure and lofty piety" and his winning manners "drew the students to him and made him beloved, while his tact and prudence, high administrative ability, his thorough culture and extensive reputation, and his untiring efforts" for Wesleyan made it successful and gave it character. When he became president, he found the board of trustees and visitors "all eager to establish a college, but none knowing how that was to be done and few of them having any very intelligent idea of a college at all." Consequently it was left almost entirely to him to determine the course of study and to perfect the details of administration, both of which he did well. He made modern languages and physical sciences more important than in most other colleges of the period, thus anticipating in some respects the college policy of to-day. It was his idea to classify students by advancement, more than by the length of their residence, and he thought that, by adopting this plan, which was also tried at the University of Vermont, class feeling would be done away, so certificates and modified diplomas were given to those not going through the entire course. The students did not feel satisfied with this arrangement, and in 1836, they were arranged in classes, as at other colleges.

President Fisk's labors ceased only with death, and just before that, he committed the college to the care of the church, saying, "I give it as my dying request that they nurse the Wesleyan University, that they must exert themselves to sustain and carry it forward."<sup>1</sup>

#### BEGINNING OF WESLEYAN.

Though no professional schools have ever been introduced to merit the name of university,<sup>2</sup> and though the name Wesleyan is ambiguous, because of the rise of many of the colleges so named in the West, this rather unfortunately-named institution has from the first held high rank among American colleges. It was opened on September 21, 1831, and is the oldest Methodist college in America. Dickinson and Randolph-Macon were chartered earlier, but the former was not at the time under the control of the Methodists, and the latter was not yet in operation. A strong faculty was provided. Besides President Fisk, there were Augustus William Smith, professor of mathematics; Rev. John Mott

<sup>1</sup> Field's Middlesex, p. 110; Alumni Rec. Hist. Sketch; College Book, p. 307; Annals Wesleyan University, pp. 83-91; Barnard, American Journal of Education, VI, 297-310; Frentice's "Life of Fisk;" Olin's "Life of Fisk."

<sup>2</sup> Report of the Commissioner of Education, 1883-84, p. 39.

Smith, professor of ancient languages; Rev. Jacob T. Huber, professor of modern languages; and William Magoun, tutor.

At the opening, a Latin salutatory and some other addresses by students, and the inaugural address of the president<sup>1</sup> were delivered. The rule of the corporation, already referred to, as to classifying students, was passed May 13, 1831, and reads thus:

All the studies pursued in the university shall be divided into departments and the students under the respective professors in their departments shall be classified according to their degree of advancement in that particular study, without any reference to other studies or to the time they shall have been members of the university. When they shall have gone through a thorough course of studies they shall be admitted to the honors of regular graduates.<sup>2</sup>

The first term saw 48 students enrolled, of whom 1 came from Columbia and 4 from Hamilton. Of these students, 40 lived in the dormitory, and to them the prudential committee of the corporation voted "to furnish stoves at a suitable compensation." Five departments were established: (1) Moral science and belles-lettres; (2) mathematics, natural philosophy, and astronomy; (3) natural sciences, *i. e.*, chemistry (so spelled till 1839), geology, and mineralogy; (4) ancient languages; (5) modern languages. This system of study was continued till 1847.

The first recitation on Monday morning after 6 a. m. prayers and before breakfast was, until 1856, on "evidences of Christianity and kindred studies, designed to fill up the vacant hours of the Sabbath." Evening prayers at 5 p. m. were conducted by the president; morning ones by the faculty.

On October 10, 1832, the joint board resolved "that none but male white persons shall be admitted as students of this institution."<sup>3</sup> At that time a medical school was proposed, and a year later, a law school was suggested, though neither of these plans was adopted. On August 27, 1833, a seal was adopted and a strange departure, but one characteristic of early Methodist colleges, determined on:

*Resolved*, That the necessary arrangements for connecting mechanical and agricultural labor with the course of instruction be made, each student to labor at least two hours every day, the system to be introduced at once, so that parents may have assurance that the physical as well as the intellectual and moral education will be attended to.

This system was continued till 1839<sup>4</sup> and then given up, as it did not prove a success.

During these early years, there was no lack of interest in the college; but, as President Fisk said, "contributions for endowment were as meager as the leakage of a miser's purse." There were, however, faithful and loyal friends, to whose untiring devotion and efforts much of

<sup>1</sup>College Book, p. 306.

<sup>2</sup>College Book, p. 308.

<sup>3</sup>This vote was rescinded August 25, 1835. It was doubtless first passed on account of Miss Crandall's school.

<sup>4</sup>Wesleyan University Annals, pp. 82 *et seq.*

the present success is due.<sup>1</sup> One hundred and fifteen students graduated in the six classes leaving under President Fisk. The first commencement was on August 28, 1833, on the first day of the fall term. A procession, headed by a band and the sheriff of the county, went to the Methodist Episcopal Church, where the class received diplomas and exercises were delivered, which were "honorably spoken of by the public." Up to 1843, when commencement was put at the end of the college year, pieces for commencement were assigned without regard to scholarship, and strange pieces some of them were: Latin, Greek, French, German, and Spanish orations, eulogies, poems, dialogues, original drama, sketches, philosophical orations, and valedictories were all delivered from time to time.<sup>2</sup>

In 1833 the boarding hall was bought for College Commons and in 1837 the president's house was built at a cost of \$7,000.

In 1839 the first observatory, a small, octagonal, wooden structure, was built, and in the same year was erected the new boarding hall, which, since 1868, has been the observatory.

In 1836 we learn the library had an "accession of more than 1,000 volumes of the first scientific and classical works, selected in Europe by the president, with great care,"<sup>3</sup> and in the same year a telescope was purchased of M. Lerebours, of Paris, for 6,960 francs, and 100 philosophical and astronomical instruments were procured. The catalogue proudly states that the "entire apparatus is believed to be as complete and useful for the purposes of instruction as any in the country."

In 1837 was purchased "Russell's magnificent orrery,"<sup>2</sup> a new and unrivaled instrument and the only one of the kind in the world."

In 1838 Dr. Fisk obtained a grant of \$10,000 from the legislature, and, at the time of his death, the number of students was nearly 175.

#### PRESIDENT STEPHEN OLIN (1839-1841; 1842-1851).

On August 6, 1839, Rev. Stephen Olin, who was then traveling in Europe for his health, was chosen president and nominally filled the office for two years. At the end of that time, he resigned through continued ill-health; but, a year later, his health was restored and, his successor resigning his office, President Olin was again chosen, and Prof. A. W. Smith was made vice-president, to relieve him of some of the work. He was born at Leicester, Vt., March 2, 1797, and in 1820, graduated at the head of his class at Middlebury College. His excessive study in college broke down his health, which ever continued weak. After graduation, he taught in South Carolina and became a Methodist minister. From 1826 to 1833 he was professor of Belles Letters in Franklin College, Georgia, and then from 1834 to 1837 he was

<sup>1</sup> College Book, 306.

<sup>2</sup> Wesleyan University Annals.

<sup>3</sup> Alumni Rec. Hist. Sketch.

president of Randolph-Macon College, which office he left on indefinite furlough in the latter year. He was well fitted to be at the head of a college. His scholarship was broad and thorough and he had had long experience as an educator. His mind and body were both grand, his manners were genial and affable, and, though he had no trace of haughtiness, there was in him "a certain lofty dignity that seemed to lift him above the level of ordinary men." He was a finished writer, and his published addresses, though a trifle overstately, are excellent. In the pulpit his power was greatest. There, as one of his admirers writes, "he found his supreme moment; as he warmed with his theme, his deep-sunken eyes flashed with strange fire, his powerful frame grew tremulous with emotion, and his high conceptions found fit expression in the majestic roll of a sustained and lofty eloquence."<sup>1</sup> His biographer says: "Simplicity and tenderness were blended in his character with playful humor, racy and brilliant wit, elasticity of spirits, which disease could not break down, and the genuine dignity of a Christian philosopher." His clear insight into human character gave him influence over every one around him, and his exalted virtues, no less than his rare endowments of intellect, drew warmly to him the affections of his friends.<sup>2</sup> He was more conservative than President Fisk, and, while contracting the course of study in 1844 by dropping modern languages, he made it more thorough and careful. He was a suggestive teacher and deeply regretted that his ill-health kept him so much from the class room. He was a sound classical student and brought those studies more prominently forward. His example was a constant inspiration to all the students; his reputation brought Wesleyan still more into notice. By a constant struggle he kept the college out of debt, secured an increase in the permanent endowment, and died August 16, 1851, worn out in its service.<sup>3</sup>

During his presidency, discipline, which had become lax, was restored and there was great religious growth among the students.<sup>4</sup> In 1840, the Fisk professorship was endowed from the Centenary fund of the New York Conference, and in 1848, the Hedding professorship was endowed by the same body.

#### PRESIDENT NATHAN BANGS (1841-'42).

When it was thought President Olin's health would not permit him to become president, Rev. Nathan Bangs was called to that office. In the midst of a successful career as a preacher, he felt that the field of his greatest use laid elsewhere, and he accepted the presidency with reluctance, gladly giving it up a year later on Dr. Olin's restoration to

<sup>1</sup> College Book, p. 309.

<sup>2</sup> Life and Letters of Olin, I, 139. He was one of the founders of the Evangelical Alliance. In 1850 he declined the presidency of Genesee College, N. Y.

<sup>3</sup> College Book, p. 308.

<sup>4</sup> Life and Letters of Olin.

health.<sup>1</sup> He was born in Stratford, Conn., May 2, 1778. He was not a college graduate; but, beginning to preach in 1802, had a successful career, till he was chosen publishing agent in 1820; he was then engaged in editorial and secretarial labors till he became head of Wesleyan and, after leaving that post, again became a pastor. He died May 3, 1862, in New York City. During his presidency the college paper suggested that the "naked, uninteresting lawn be improved by planting trees, shrubs, etc." As a result of this, on April 20, 1841, the faculty voted "that the students be excused from recitation to-morrow (as they have been to-day) or the next fair day to finish planting trees on the campus." An effort of this kind had been made even before the college was founded, and after 1841 there was an annual tree day till 1862.<sup>2</sup> As a result of this the campus has many fine trees on it, which make it quite shady and pleasant.

PRESIDENT A. W. SMITH (1852-'57).

Prof. Smith had been connected with the college from the first, and during President Olin's travels in Europe, and his frequent periods of ill health, had attended to the details of the management of the college; so it was natural that he should be the next president.<sup>3</sup> He was born at Newport, Herkimer County, N. Y., May 12, 1802, and graduated at Hamilton College in 1825. He taught in New York State at Cazenovia till called to a professor's chair at the founding of Wesleyan in 1831.

President Smith was a "modest, unassuming man, of thorough culture," an excellent scholar, and a good instructor. He made no pretension to oratory, and disliked to appear before large audiences. He had a quiet energy and executive ability, which made his administration a successful one. The absurdly small endowment, endangering the active prosecution of the work of Wesleyan, received his attention and with Prof. H. B. Lane he got subscriptions for \$100,000, four-fifths of which being paid in, put the college on a firmer basis than before. Isaac Rich began his benefactions to Wesleyan with a gift of \$20,000 for this fund. John Gove gave \$7,500 and Daniel Drew \$5,000.

August 5, 1857, President Smith resigned and two years later he became a professor in the United States Naval Academy. He was one of a corps of astronomers sent to Labrador to observe an eclipse in 1860, and died March 22, 1866, at Annapolis, Md.

PRESIDENT JOSEPH CUMMINGS (1857-'75).

Rev. Joseph Cummings was the first alumnus of Wesleyan to become its president. He was born March 3, 1817, in Falmouth, Cumberland County, Me., and graduated at Wesleyan in 1840 with the highest honors. He taught at Amenia Seminary, entered the ministry,

<sup>1</sup> College Book, p. 308.

<sup>2</sup> Wesleyan University Annals.

<sup>3</sup> Rev. John McClintock, D. D., was first elected, but declined.

and preached till 1854, when he was made president of Genesee College, Lima, N. Y., whence he was called by his alma mater. He possessed in the highest degree power to arouse curiosity and stimulate thought. His industry was tireless, his devotion to the welfare of the college hearty, and, with his skill and popularity as an instructor, made his administration in many respects a successful one.<sup>1</sup> After resigning his presidency he remained several years as professor, then preached again, and finally became president of the Northwestern University at Evanston, Ill., where he died May 7, 1890, of heart failure. The buildings of the university received great increase under him. In his administration also occurred the rebellion, when 11 per cent of the graduates and 30 per cent of those in college during that time fought for their country.<sup>2</sup> Of these 18 were killed.

#### RICH HALL.

The old college buildings are of the plainest possible architecture, but have "an honest solidity, not altogether unattractive."

As students increased, the college, which had been twenty-five years without a new building, needed more room. In particular, a library was greatly desired, and there was great rejoicing when Isaac Rich, in 1864, offered to build a library, if the alumni would raise \$25,000 for a library fund. Twenty-seven thousand five hundred dollars were speedily raised, and Rich Hall was opened at commencement, 1868. The exterior is marred by a broken-backed roof and absurd architectural decorations. The inside, however, is graceful in proportion and tasteful in finish, and will accommodate 90,000 volumes. It is only fairly light, but is dry, convenient, and economical of space. The library is not large, but is well selected and rapidly increasing. Its nucleus is 2,000 volumes, bought of Thomas Chapman in 1832, among them being copies of the second and third editions of Erasmus' Greek testament, a bishops' bible, and a superb Antwerp polyglot. The libraries of the two old literary societies were given to the college in 1862. In 1867 there were 14,000 volumes, in 1878, 28,000, and in 1888, 36,000.

There is a valuable collection of books and pamphlets on the rise of Wesleyanism in England, and the memorial gift of the friends of the Hon. Moses T. Odell, of Brooklyn, comprises some 4,500 volumes on American history.

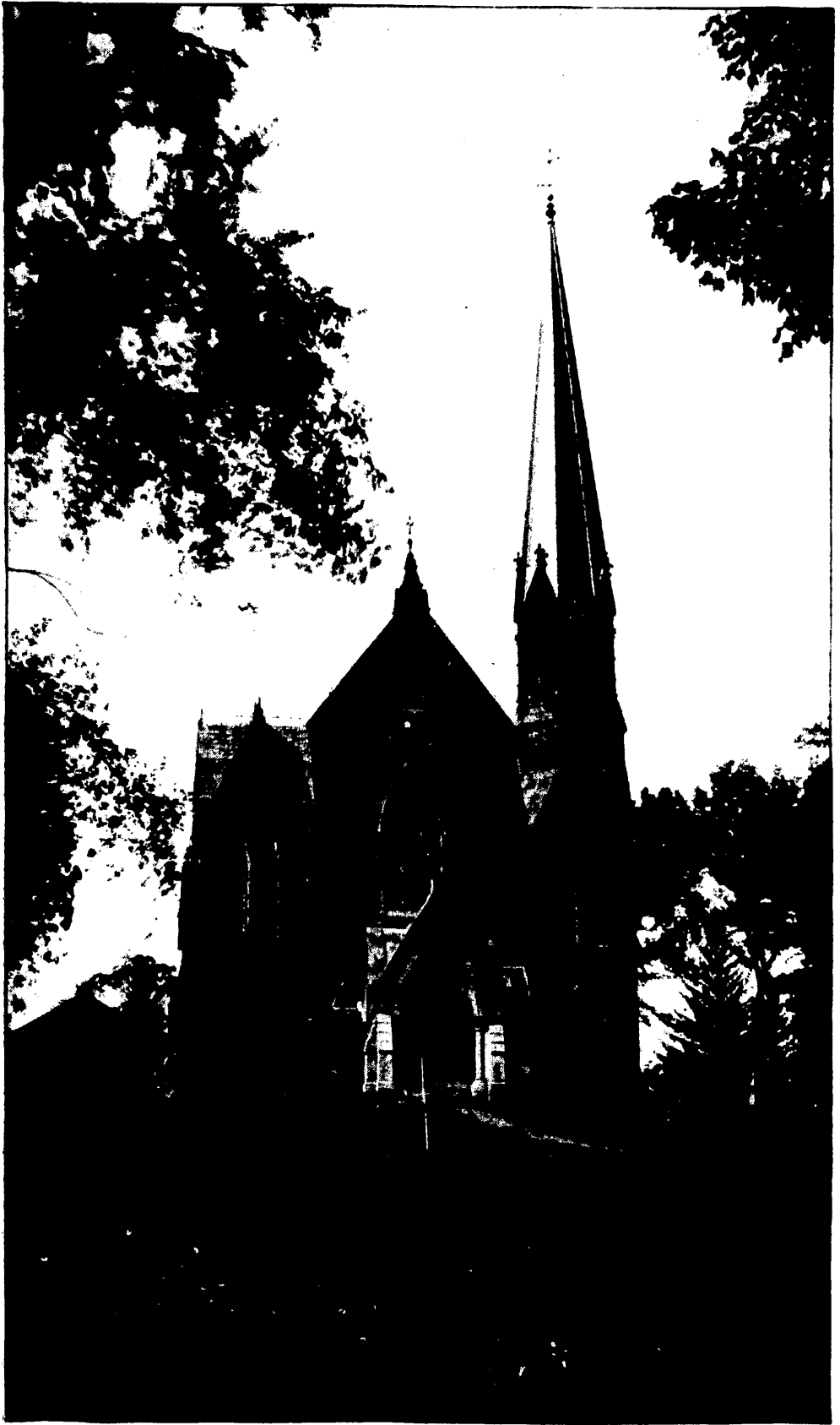
In 1868 the old boarding hall was changed into the university observatory by the addition of a tower containing a 12-inch refracting telescope made by Alvan Clark & Sons.

#### MEMORIAL CHAPEL.

In 1868 also was laid the cornerstone of this building, which cost \$60,000, and commemorates the alumni who served in the civil war. It is of brown stone, as are all the other buildings of the row, and contains

<sup>1</sup>Cummings's Early Schools of Methodism, p. 182; College Book, p. 310.

<sup>2</sup>Wesleyan University Annals.



MEMORIAL CHAPEL—WESLEYAN UNIVERSITY.

on the ground floor two recitation rooms and a chapel for daily prayers. The upper floor is occupied by a large chapel with a memorial window to the alumni who died in their country's cause. It was dedicated in commencement week, 1871.

#### ORANGE JUDD HALL OF NATURAL SCIENCE.

This was opened on the same day that memorial chapel was dedicated. It cost \$100,000, is the gift of Orange Judd, an alumnus of 1847, and contains four stories and a basement. The first floor is devoted to chemistry, the north side of the second floor to natural history, and the south side to physics. The third and fourth floors are occupied by the museum, the fourth being a gallery of the third, and containing the botanical, zoölogical, and ethnological collections. The third floor has the collections of geology and mineralogy. The museum is recent, but is one of the finest features of Wesleyan, and Orange Judd Hall has done much to give so many young Wesleyan men their marked scientific tastes.<sup>1</sup> The building was given as a memorial of a son, and Dr. Newhall, at the dedication, well struck the keynote of the ideas the building is meant to represent. He said:

Wesley, the great religious reformer, did more to popularize science and to educate the masses of the people than any other man of the eighteenth century. When the fathers laid the foundation of this university they felt, by the sure instinct of enlightened piety, that science and religion are as inseparable as head and heart.

#### CHARTER OF 1870.

The joint board was now composed of 29 trustees and 30 visitors from thirteen patronizing conferences, and was found too large for convenience, besides which the joint system was cumbrous, so the charter was changed in 1870 and a new board of trustees made, to consist of not over 40. Of these, each conference should elect one, the alumni and the joint board the rest. The new system has worked successfully and is still in force. In 1871 G. I. Sency put a steeple on Memorial Chapel, making it 144 feet high. In 1872 a pipe organ was put in the building, and the porch was added in 1873.

#### PRESIDENT CYRUS D. FOSS (1875-'80).

Bishop Foss was born on January 17, 1834, at Kingston, Ulster County, N. Y., and graduated from Wesleyan in 1854. Doing as President Cummings had done before him, he taught in Amenia Seminary and from 1857 to 1874 he was engaged in the work of the pastorate. In this service he had won wide reputation as possessing sound scholarship and executive ability. He was inaugurated as president of Wesleyan on October 26, 1875, and left to become a bishop of the Methodist Episcopal Church in May, 1880.<sup>2</sup> He was much loved by the students

<sup>1</sup> College Book, p. 312.

<sup>2</sup> Hist. Sketch, p. 17.



and his administration is especially noteworthy for an earnest attempt to increase the endowment. This had not kept pace in its growth with the increase of unproductive wealth in buildings and, in the depression after the panic of 1873 some of the productive property had lost value. In March, 1876, the trustees reported an alarming state of things. The expenses were yearly increasing and yearly a debt was being made larger, which even then amounted to \$60,000, while but one-half of receivable bills were good.<sup>1</sup> The income-bearing funds were \$141,000; the annual income \$20,000, and the outlay \$46,000.

President Foss promptly appreciated the gravity of the situation, and at conference in 1876 said: "Only large and generous help promptly given to the institution could save it from danger." A committee of the alumni appealed to all graduates to aid the university in its need; over \$40,000 was subscribed and for several years the annual deficit was met as it occurred, largely from the pockets of the trustees. In the five years of President Foss's term, \$375,000 was added to the endowment, of which George I. Seney gave \$175,000.

The project of raising a fund of half a million to commemorate the centennial of our independence was proposed by the trustees in 1875. Among the large gifts were \$10,000 from G. F. Terry, of Orange, N. J.; \$40,000 from O. Hoyt, of Stamford, Conn.; \$5,000 from W. Hoyt, of Stamford, Conn.; \$5,000 from J. F. Judd, of Hartford, Conn.; \$40,000 from A. V. Stout, of New York, with which a professorship was founded; \$5,000 from J. H. Taft, of Brooklyn, N. Y.; the same amount from J. H. Sessions, of Bristol, Conn.; and \$7,750 from Mary Taber's estate.

President Foss's noble character, his kindness and courtesy, his unvarying enthusiasm for goodness, his inspiring piety, could not fail to affect the students, and "his influence was itself an education of the best sort."

PRESIDENT JOHN W. BEACH, D. D. (1880-'87).

On President Foss's retirement, after his election as bishop, Dr. Beach, a well-known scholar and clergyman, was chosen his successor, largely at the desire of G. I. Seney, the generous benefactor of Wesleyan. Dr. Beach was born on December 26, 1825, at Trumbull, Fairfield County, Conn., and graduated from Wesleyan in 1845. He taught in Amenia Seminary, as his two predecessors did, and from 1854 to his election was a pastor and presiding elder of the Methodist Episcopal Church. For the first years of his ministry, there was no decline of Wesleyan's prosperity. On the contrary, the endowment largely increased, especially through the generosity of Mr. Seney. In the fall of 1880, he gave \$75,000, and in June, 1881, \$100,000, the income of which was to be used for scholarships, of which sixteen were to be awarded to freshmen and eight to each of the upper classes. In Jan-

<sup>1</sup> College Book, p. 317.

uary, 1882, he gave \$150,000 more, making in all nearly half a million, while gifts from others had made the total sum added to the endowment nearly \$800,000. Unfortunately for Wesleyan, Mr. Seney was involved in the financial crisis of 1883, and as he had not paid in all of his gift the university lost a large share of it.

President Beach's popularity with the students decreased after a few years, and, as the situation was pleasant to no one, he resigned at the request of the trustees in 1887 and is now a presiding elder of the Methodist Episcopal Church.

ACTING PRESIDENT J. M. VAN VLECK (1887-'89).

The office of president was not at once filled, but Prof. Van Vleck was appointed acting president and served in that capacity for two years. He was born on March 4, 1833, at Stone Ridge, Ulster County, N. Y., graduated at Wesleyan in 1850, and since 1853 has taught mathematics and astronomy at his *alma mater*.

A marked feature of President Van Vleck's two years of service was the increased interest in the university by the alumni, as shown by the formation of new alumni associations. Three of these: at New York in 1869, at Boston, and at Philadelphia, antedate this period, but in these two years the list was doubled by the organization of the Central Alumni Association at Chicago, the Northeastern Pennsylvania one at Wilkes Barre, and the Southern California one at Los Angeles. The university began again to receive part of the Seney fund, and all things seemed looking towards a new era of prosperity.

PRESIDENT B. P. RAYMOND (1889—).

The Rev. Bradford Paul Raymond was chosen president in the fall of 1888, and was inaugurated on Wednesday, June 26, 1889. He entered upon his duties in the fall, and at once became popular with the students. He was born at Stamford, Conn., April 22, 1846, and from the time he was 15 till he was 18 he taught school. Then he enlisted in the Forty-eighth New York Infantry and served through the rebellion, being mustered out in September, 1865. Then, after teaching a year at home, he went to Red Wing, Wis., to go into business, but, changing his mind, he entered Hamlin University there. When he was a junior the college suspended at the end of the winter term. He, however, went to work, hired the buildings, and, getting enough students to remain, so as to pay the salaries of the professors, kept up the college till the end of the college year. Then he entered Lawrence University at Appleton, Wis., and graduated there in 1870. Coming East, he entered the theological department of Boston University and graduated in 1873. He entered the pastorate of the Methodist Episcopal Church, and in 1880-'81 studied in Germany. In 1883 he was made president of Lawrence University,<sup>1</sup> from which post he was called to Wesleyan. He

<sup>1</sup> University Magazine, II, 4-5.

as very successful at Lawrence, and has won considerable reputation as a preacher and a student of philosophy. Under him Wesleyan has a prosperous outlook.

#### RECENT GIFTS TO WESLEYAN.

##### The Wesleyan University Bulletin states:

The resources of Wesleyan are applied solidly to the maintenance of a college of liberal arts, and for this purpose its means compare favorably with those of most of the well-known and best reputed colleges of the land. In respect of endowment fund it ranks among the strongest of the purely collegiate foundations of New England.

Recently it has received some valuable gifts. Daniel Ayres, M. D., of Brooklyn, left Wesleyan without graduating there, because it was not equipped to give the students sufficiently advanced instruction in natural science. He resolved, if ever the opportunity came, he would remedy that deficiency, and so, in April, 1889, he gave \$25,000 to endow a professorship of biology. In October of the same year he deeded to the university 86 acres of land valued at \$30,000, for the same purpose.

In December, 1889, at the annual dinner of the New York Wesleyan Association, the additional gift of \$250,000 was announced from this princely benefactor. An attempt is being made to raise an equal amount from others of the alumni, and \$60,000 were pledged the evening that Dr. Ayres's gift was announced. With that added to its previous funds, Wesleyan will be fitted to supply the growing needs of higher education.

In 1889 also the college received \$20,000 from the estate of W. H. Hollis, a graduate of 1854, and the reversion of the estate of E. B. Nye, M. D., of the class of 1835, who, tradition says, made the first recitation at Wesleyan.

An attempt is now being made to give Wesleyan a new gymnasium. The old barnlike structure, which was the one part of Wesleyan visitors were never shown through, has long been extremely inadequate, and Wesleyan athletic records have been made in spite of it. In the summer of 1889 a vigorous movement was begun to raise from the alumni the amount required for a new gymnasium, some \$40,000. The students themselves took the matter up, and, at a crowded college meeting in September, 1889, pledged \$1,500; a large sum, considering that most Wesleyan students are men of small means.

#### FACULTY AND ALUMNI OF WESLEYAN.

In choosing professors Wesleyan has never pursued an injurious system of inbreeding; but has taken the best men attainable, without regard to their place of graduation. Among prominent nonalumni who have filled chairs in the college, were the Rev. D. D. Whedon, a graduate of Hamilton, who taught Latin and Greek 1833 to 1842, succeeding the lamented Rev. J. M. Smith, a Columbia graduate, who died at the very beginning of Wesleyan history; the Rev. Joseph Holdich,

biographer of President Fisk, professor of moral science and belles-lettres from 1836 to 1849, and then corresponding secretary of the American Bible Society, and John Johnson, a graduate of Bowdoin, professor of natural sciences from 1835 to 1879. The Hon. W. L. Storrs, a Yale graduate, gave lectures on law from 1841 to 1846; J. C. Van Benschoten, a graduate of Hamilton, has been professor of Greek since 1864; the Rev. G. Prentice has been at Wesleyan since 1871; the venerable Lyman Coleman, an alumnus of Yale, gave instruction at Wesleyan from 1860 to 1862, and the talented Woodrow Wilson, a Princeton man, was professor of history and political economy for two years.

The number of students increased very rapidly at first and reached 120 in 1836, then it remained nearly stationary for a long number of years, having only increased to 153 in 1869, in 1880 there were 164 students, and in 1888, 218.

In 1871 the Alumni Association resolved "that as there is nothing in the charter of the university to exclude ladies from the privileges of this institution, we heartily hope that they may avail themselves of the opportunities open to them."<sup>1</sup> In consequence of this, the catalogue soon had this sentence: "Ladies are admitted to equal privileges in the university with gentlemen."

In 1876 four women graduated, and a few have been in nearly every class since that date. In 1883 as President Beach did not use the president's house, it was fitted up for a ladies' dormitory. In the fall of 1889 as President Raymond was again to cause the house to return to its old use, a large building, formerly a boarding school, across High street from the college, was rented for the female students.

Comparatively few young ladies have availed themselves of the advantages of Wesleyan, there being only 16 there during the winter of 1888-'89. They have always maintained a high standard of scholarship; but a little of the chivalry and deference to women seems to be lost by the association with the young men. It would seem a thing open to criticism that in catalogues their names are printed after the men instead of with or before them, and the half-contemptuous way in which the men speak of the women students makes an observer doubt very seriously whether coeducation is a success at Wesleyan. At any rate, the college, one of the first of New England ones to try the experiment, is courageously carrying it out.

In 1869 through the generosity of Orange Judd, an elaborate alumni register was issued; a second edition appeared in 1873, and a third in 1883. The last contains 720 pages, and is probably as complete as any ever issued by an American college. From it much of the material for this sketch of Wesleyan's history has been obtained.

In 1882 there had been 1,291 graduated from Wesleyan, of whom 1,051 were then living. Of these 45 per cent, or 474, had been clergymen,

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<sup>1</sup>Scribner's, XII, 648.

most of them being in the Methodist Episcopal Church. Of the alumni 2 were negroes. 1,248 had taken the regular academic course leading to bachelor of arts; 39 had been made bachelors of science and 4 bachelors of philosophy. During the rebellion, 145 served in the Union Army and 13 in the Confederate.

In 1869 Orange Judd said:

The writings and teachings and preachings of the graduates of Wesleyan University have exerted a wide influence in the largest Protestant Church and indirectly upon the masses.

This is very true, and in large measure is it due to the college to which Wilbur Fisk gave his superb life that the ministry of the Methodist Episcopal Church, instead of containing but one college-bred clergyman, as during the early years of this century, has come to be a body of men on an equality in culture with those of other denominations.

Resident graduates came early and 2 were there in 1833; but after a few years they ceased to come, and have only since 1872 begun to be again a factor in Wesleyan's life.

In 1888-'89 there were 5 pursuing graduate studies at Wesleyan. In literature, Wesleyan men have done finely, and in 1882 212 graduates and 86 nongraduates were entered in a table of the Wesleyan men who had been authors.

The class of 1840 was the first to vote a triennial reunion; but the custom has been followed by many of the succeeding classes.

From the foundation of Wesleyan up to 1881, 311 honorary degrees were conferred by the university.

There are many individual graduates worthy of mention. In 1833 in the first class that graduated, was the Rev. G. H. Round, president of Fort Wayne Female College; President Holden Dwight, of Baldwin University was an alumnus of 1835, as was Bishop J. C. Keener, of the Methodist Episcopal Church South, and the Rev. B. F. Tefft, president of Genesee College. In 1836 were graduated S. B. Buckley, State geologist of Texas; Bishop D. W. Clark, of the Methodist Episcopal Church; the Rev. D. P. Kidder, and W. H. N. Magruder, superintendent of public schools in Louisiana. In the class of 1837 were President Charles Collins, of Dickinson, the Rev. D. Curry, president of Indiana Asbury University, Greencastle, Ind., the Rev. E. E. Wiley, president of Emory and Henry College, Virginia, and the Rev. W. H. Anderson, president successively of St. Charles College, Missouri, Central College, Fayette, Missouri, Florence University, Alabama, and Wesleyan College, Kentucky. The class of 1838 contained the Rev. Edward Cooke, president of Lawrence University and later of Claflin University and the State Agricultural College of South Carolina; President J. B. Hurlburt, of Victoria College, Canada; Franklin Soule, a prominent California journalist, and the Rev. Bostwick Hawley.

Clark T. Hinman, founder and first president of the Northwestern University, was graduated in 1839, as were President A. C. Huestiss, of Fort Wayne Female College, President H. M. Johnson, of Dickinson College, President Ichabod Marcy, president of Claflin University, South Carolina, and Clark University, Georgia, and President H. Pickard, of Mt. Albion Wesleyan College of New Brunswick.

In 1840 we find President Joseph Cummings, of Genesee College, Wesleyan University, and Northwestern University, the Rev. Joseph Denison, president of the Kansas State Agricultural College, and of Baker University, Kansas, J. H. Goodale, secretary of state for New Hampshire, the Rev. J. W. Lindsay, president of Genesee College, and B. T. Mudge, Kansas State geologist.

In 1841 were graduated the Rev. Robert Allyn, president of Wesleyan Female College, Cincinnati, Ohio, J. W. North, judge of the Nevada supreme court, President R. S. Rust, of Wilberforce University, Xenia, Ohio, and the Rev. B. K. Pierce, of Boston. Bishop E. O. Haven, of the Methodist Episcopal Church, was graduated in 1842, and has been president of the University of Michigan and of the Northwestern University.

In the class of 1843 were the Rev. N. E. Cobleigh, president of McKendree College and of East Tennessee Wesleyan University, and the Rev. J. H. Twombly, president of the University of Wisconsin. In 1844 were graduated Lieut. Governor O. Faville, of Iowa, President L. C. Loomis, of Wheeling Female College, the Rev. R. Z. Mason, president of Lawrence University, and the Rev. James Strong, one of the editors of McClintock and Strong's Religious Cyclopaedia. President J. W. Beach is an alumnus of 1845, as is Prof. M. C. White, of the Yale Medical School.

In 1846 Bishop G. Haven, of the Methodist Episcopal Church, was graduated, as was President S. S. Nelles, of Victoria College, Canada. In 1847 the class contained Bishop E. G. Andrews, of the Methodist Episcopal Church, Cornelius Cole, United States Senator from California, Orange Judd, the well-known publisher and benefactor to Wesleyan, and Prof. Alexander Winchell, the celebrated geologist.

The Rev. Daniel Steele was graduated in 1848, and in 1849 the Rev. J. Calder, president of Hillsdale College, Michigan. In 1850 we find President Jabez Brooks, of Hamline University, Minnesota, the Rev. N. J. Burton, of Hartford, Gen. A. J. Edgerton, United States Senator from Minnesota, Albert H. Hoyt, formerly editor of the New England Historic Genealogical Register, Gen. J. B. Van Petten, Prof. J. M. Van Vleck, and President G. McK. Steele, of Lawrence University. In 1852 were the Rev. C. W. Bennett and Prof. C. S. Harrington, long connected with Wesleyan.

In 1853 were graduated President W. F. Warren, of Boston University, Bishop H. W. Warren, of the Methodist Episcopal Church, and J. A. Skilton, consul-general to Mexico. Bishop C. D. Foss and W. C.

Bowen, president of Bordentown Female College, New Jersey, were graduated in 1854, and a year later C. C. Baldwin, of Cincinnati, the historian, President J. E. Round, of the Centenary Biblical Institute at Baltimore, and President W. X. Ninde, of the Garrett Biblical Institute, Evanston, Ill., became alumni. In 1856 were President C. H. Payne, of the Ohio Wesleyan University, J. M. Pomeroy, adjutant-general of Arkansas, and President A. D. McVoy, of Centenary Female College, Alabama, and Aberdeen Female College, Mississippi. In 1857 the class contained the Rev. G. F. Comfort, and President W. F. Mallalieu, of Central Tennessee College. Governor F. W. Pitkin, of Colorado, is an alumnus of 1858.

In 1859 were graduated G. E. King, present judge of the New Brunswick supreme court, W. S. Squire, United States Senator from Washington, and H. S. Tarbell, superintendent of instruction in Michigan. In 1860, W. F. Burns, comptroller of Liberia, was graduated. Rev. J. L. Hurbutt, one of the editors of the Berean Lesson Books for Sunday Schools, is an alumnus of 1864. In 1865 were graduated W. O. Atwater, professor of chemistry, and W. N. Rice, professor of geology at Wesleyan University, the Rev. James Mudge, missionary to India, and President R. H. Rust, of Cincinnati Wesleyan College. Prof. G. G. Bush is an alumnus of 1866 and R. N. Crane, formerly, of the St. Louis Globe-Democrat, one of 1867. The Rev. W. F. Crafts the advocate of strict Sunday observance, was graduated in 1869 and G. Brown Goode, of the Smithsonian Institution, in 1870. In 1872 the class contained President Isaac J. Lansing, of Clark University, Georgia.

#### CURRICULUM AT WESLEYAN.

We have seen how President Fisk gave, at the very beginning of the college, that turn toward natural sciences which has ever marked its graduates, and how the department system was tried up to 1846. In 1839 we find Hebrew is taught at an extra charge. Many Methodist ministers entered immediately upon their calling after graduation, and so in 1841 we find a department of ecclesiastical history and one of Biblical literature added. These, however, were given up two years later. Civil engineering and physiology appear in 1840, in which year a department of normal instruction was added for those intending to teach. This used for some years the male department of the City High School for a practice school. In 1841 the subject of electives was discussed and a law department added with two students. This last was given up in 1846. In 1843 botany was introduced and in 1844 modern languages were dropped from the course of study, to be reintroduced, however, in 1850. In 1858 a course of three years in science was announced; but only thirteen took degrees in it up to 1870. In 1873 that course was extended to four years and coördinated with the academic course. Elocution was introduced in 1860 and the number of electives greatly increased in 1869.

In 1873 three regular courses of study were arranged, the classical, the Latin-scientific, and the scientific, the latter two being "designed to secure to those whose circumstances or tastes do not permit an extended study of the ancient languages, an opportunity to acquire a sound mental training and liberal culture, as well as a good preparation for advanced courses of scientific or technical study." Provision for special students was also made. In the Freshman year, all the studies were required and in the Sophomore year of the scientific course, but in the last two years of that and the last three years of the other courses some choice was allowed, the students being permitted to select a greater portion of their work, as they went on in their course.

The aim of Wesleyan has ever been to "see to it that the student calls into training all his powers," and to "furnish him with a knowledge of the elementary principles and methods of all the great departments of thought." But Wesleyan has striven also to direct the work of the student into some chosen channel by which he may obtain "that high intellectual pleasure which comes only from the extended study of a congenial topic." The spirit with which Wesleyan men work and the energy which they put into their study, as they do indeed into everything else, is truly delightful.

In 1886 the courses were slightly modified so as to make the required work slightly less and the different courses better coördinated. In 1874 a system of honors was adopted. Those students who received 88 per cent of a possible 100 (92, however, being the highest ever given) were given first honors, and second honors are for all who stand above 83 per cent. Special honors are also given for excellence in some particular line of study. Tuition was \$36 a year till 1846 and \$33 from 1846 to 1874, when it was raised to \$75, at which it now stands. Up to 1879, all entrance examinations had been held in Middletown; but, with that year, Wesleyan began to try to accommodate candidates with examinations nearer home, and, accordingly, such are held in Philadelphia, Cleveland, Cincinnati, and Chicago, if application be made.

The government of the college is firm but just; lenient, but stern on occasion, and in general but little difficulty is experienced between faculty and student.

Recently decisions have been made to confer no longer the degree of M. A. in course, and to accept on certificate candidates for admission from certain preparatory schools.

#### FINANCIAL GROWTH.

In face of manifold difficulties, Wesleyan has attained a place among the very best of American colleges. Its alumni are zealous, its faculty united, its students enthusiastic, and all together seem likely to make the college fulfill the best wishes of its friends.<sup>1</sup>

<sup>1</sup>College Book, p. 319.



In former years, Connecticut showed its interest in Wesleyan by giving it \$10,000 in 1855, and during the period ending with 1868 Isaac Rich<sup>1</sup> and Daniel Drew, both well known benefactors, gave each \$100,000 to the university. By the gifts of George I. Seney most of the professorships were endowed, and Wesleyan, though still not a wealthy college, is not ill equipped for its work.

In the year ending June 20, 1889, the real estate of the university was valued at \$400,000, its personal property at \$109,630, its resources at \$698,556.45. These brought in an income of some \$36,000, which, with \$12,500 from tuition, etc., and \$2,800 from subscriptions, made up the income of the college. The expenditures were \$53,118, leaving a small balance in the treasury.

In 1860, gas was introduced into the dormitories and water was introduced in 1868. In 1882 Wesleyan united with eight other colleges to found the American School of Archæology and Classical Philology at Athens, Greece.

#### SCHOLARSHIPS AND PRIZES.

In 1884 the John Evans scholarship was founded with an income of about \$100 to be given to an upper classman preparing for the ministry. In 1877 the Squire scholarship was founded. It yields \$150 and is given to the senior passing the best examination in Greek and remaining in Middletown for one year as a post graduate. The Seney scholarships now number 48, are distributed equally among the classes, and amount to from \$50 to \$155 yearly. The Rich prize, founded in 1865, is given for the best senior oration at commencement. The Olin prize, founded in 1867, is given for the best essay by a number of the senior class. The Harrington prize, founded in 1877, is given to the senior excelling in history. The Wise prize, founded in 1869, to the one excelling in moral philosophy. The Pierce prize is awarded to any student, not a freshman, excelling in natural science, and was founded in 1869. The G. Brown Goode prize is given for the best original investigation in natural history. The Romig prize and the George E. Reed prize are given as a first and second prizes to those having the best orations at junior exhibition. The Camp and the Weeks prizes are given to juniors excelling in English literature and in logic respectively. The Parker and Scranton prizes (founded in 1880) are awarded to the first and second speakers in the junior and sophomore classes. The Walkley prize is given to the junior excelling in metaphysics. The Spinney prize is given to the sophomore excelling in Greek, the *Φ B K* prize (1864) to the one excelling in Latin, and the Rice prize (1877) to the one excelling in mathematics. The Sherman prize (1873) is awarded to the freshman excelling in Latin; the Hibbard, to the one excelling in declamation. The Ayres prize (1863) is given for the best entrance examination, and the Taylor prize (1868) for the best English poem written by any student.

<sup>1</sup>In 1863 he founded the Olin professorship, with \$25,000.



NORTH COLLEGE—WESLEYAN UNIVERSITY.



ORANGE JUDD HALL -WESLEYAN UNIVERSITY.

## THE WESLEYAN MUSEUM.

When Wesleyan University was founded,<sup>1</sup> in one of the rooms of the college buildings were found some 1,800 specimens of minerals and fossils belonging to Dr. Joseph Barratt, formerly a professor in the Military Academy. These were bought for \$400 and formed the nucleus of Wesleyan's fine museum.

The first regular course of scientific lectures was delivered in 1833 by Prof. W. W. Mather, and then some friends made the first donation to the cabinet by giving \$100 for the purchase of minerals. Soon afterwards Dr. Wm. Prescott's collection of 4,000 shells and several hundred minerals was bought, and President Fisk brought back from Europe many specimens of minerals. Other gifts were made from time to time both of minerals and of money to buy them, and a little over twenty years ago the Franckford collection was purchased. It contained about 2,000 specimens of valuable minerals and some insects, and cost \$1,400, given by friends of the institution. A new era was marked by the purchase of the collection of shells made by Simon Shurtleff, M. D. These were bought in 1868, and consisted of 5,000 species and 8,000 specimens besides 650 birds and 1,000 coins, and cost \$10,000.

With the opening of Judd Hall the work of organizing a symmetrical and comprehensive educational museum was begun. It was intended to make it both a workshop for the student and a place of instruction for the populace, and success has been attained in both aims.

The plans made contemplate the extension of the museum in two ways. "First, the typical or instruction series, enabling the instructor to demonstrate from specimens the statements presented in text-books and lectures. Second, to complete the local collection, which is to include all those forms found in our own district of country. As an adjunct to this collection, we have aimed to secure any well authenticated named specimens of any forms occurring in North America."

From the connection of Mr. Goode with the Smithsonian Museum, Wesleyan has been able to obtain many duplicate specimens for its museum. Mr. Goode was curator of the Wesleyan Museum until 1880 and during these years the museum was made symmetrical, the collection of fishes, especially, being one of the finest in the country. In 1881 Orange Judd gave a set of Ward's casts of fossils. Mr. Joseph S. Spinney and the Hon. T. R. Pickering were also great benefactors of the museum.

Under the care of Prof. Johnston and later of Prof. Rice<sup>2</sup> and Prof. Conn, the museum has become one of the best in the country. The last inventory was taken in 1887. At that time there were 134,660

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<sup>1</sup> Report of museum for 1877.

<sup>2</sup> The author takes this opportunity to express his thanks to Prof. Rice for information given.

specimens, of which 108,810 were in the department of zoölogy, 11,400 in that of botany, and 14,450 in that of mineralogy and geology. It is becoming cramped for room and soon a new building will be needed.

#### WESLEYAN STUDENT LIFE.

In one of the early catalogues we read: "It should be especially noticed that a large number of the students board themselves, at about one-half the price of board at the boarding house (this was \$1.50 a week), chiefly on milk and vegetable diet, and find it very conducive to health and comfort." And a little further on we find the exclamation: "When will parents learn that money in the pockets of youths is a suicidal dagger that oftener than otherwise destroys scholarship, character, health, life!" Wesleyan students have generally been men of small means and have lived economically.

Until 1838 the faculty provided books for the students at reduced rates. Commons were kept up until 1846, since which date the students have boarded in eating clubs. Until 1845 the catalogues were published by the students and the profits went to the reading room.

In 1863 class-day exercises were first held on the college campus. Since 1881 they have been in the North Congregational Church. In 1864 the custom began of celebrating Washington's birthday as an especial holiday with firing of crackers, etc., which was carried so far as to produce disastrous results in the winter of 1888-89.

During the Civil war a whole company of men, the Wesleyan University Guard, volunteered as Company G, First Connecticut Artillery.

Since 1846 prayers have no longer been held at inconveniently early hours, and Sunday prayers were given up in 1858. Evening prayers were continued till 1878.

In 1871 there was much sickness in the college, but in general Wesleyan, on account of its hillside position, has been very healthy.

In the fall of 1871 the Arion Glee Club was founded, and Wesleyan has ever since had an enviable reputation for its music.

In 1878 Wesleyan won the second prize at an intercollegiate literary and oratorical contest, and in 1879 both of Wesleyan's representatives received awards.

At commencement, from 1836 to 1853, two masters' orations were delivered. Since 1876 there has been no procession at that time.

On June 29, 1881, occurred the semicentennial celebration of the university with addresses by President Beach and Bishop E. G. Andrews, 1842, Rev. J. M. King, 1862, and Bishop Cyrus D. Foss, 1841, and poems by S. H. Olin, 1866, and Prof. C. S. Harrington, 1852.

#### WESLEYAN ORGANIZATIONS.

In 1834 was organized the Missionary Lyceum, which was maintained till 1870. Before it an annual sermon used to be preached. The Young Men's Christian Association of Wesleyan was organized in May,

1885, "for the purpose of better union of Christian work among the students and with other colleges." It has a room fitted up for it in Memorial Chapel, and the association endeavors, with great success, "to exert such an influence upon the students that they may be led to take a decided stand in favor of the right, immediately upon their entrance into our midst, and to assist them by our sympathy and prayers to remain true to their principles all through the somewhat trying years of college life."<sup>1</sup>

The Middletown Scientific Association was organized in March, 1871, by members of the college faculty and other citizens of Middletown. It holds monthly meetings and discusses papers prepared by its members.

In 1875 Connecticut established an agricultural experiment station in Judd Hall, and to it the State appropriated \$2,500 and Mr. Judd gave \$1,000. This was removed in 1877, but within a short time Prof. Atwater accepted the directorship of an experiment station to be connected with the Storrs Agricultural School at Mansfield. The chemical investigations for this are to be prosecuted in Wesleyan's chemical laboratory, where Prof. Atwater has made his valuable observations on the chemistry of food.

The oldest students' society was the Philorhetorean Lyceum, later known as "Philo." It was organized on November 1, 1831, and was followed by the "Non Nomenenda Society," of the same character, in November, 1831, and the Adelpian Society, also founded in the same month. The Non Nomenenda Society merged with the Adelpian in February, 1832, and a year later the name was changed to the "Peithologian Society," or "Peitho." These societies had libraries and cabinets, and had annual addresses delivered before them. In 1833 Philo elected editors for a magazine and issued a prospectus, but the plan was given up before a number had been issued. In 1866 meetings were discontinued as the Greek-letter societies had taken away the interest of the men. The societies died out in 1868, though "Peitho" had a few meetings in 1870. In January, 1869, the Cincan Society was formed to take their place, but died in the following September. A Wesleyan house of commons was organized for the same purpose in the spring of 1889.

The first secret society was the Tub Philosophers, organized in 1833, and later called the Thecanians or Thencannies. It died in 1845. A second four-year society was the Mystical Seven, organized in August, 1837. In 1867 it was changed to a senior society called Owl and Wand. In the fall of 1837 was organized the local fraternity of  $\Phi N \Theta$ , more commonly known as the "Eclectic." It has always stood in the front rank at Wesleyan, and occupies an elegant house, dedicated June 27, 1882, on College Place. Its only attempt to plant a chapter at Syracuse University was unsuccessful.

<sup>1</sup> Report of the president, F. H. L. Hammond, in the Wesleyan Bulletin, I, 9.

On March 11, 1840, was organized the local fraternity of  $K \Delta \Phi$ ; on October 13, 1841, the name was changed to  $K \Sigma \Theta$ , and on November 20, 1843, it became the  $\Xi$  chapter of  $\Psi \Gamma$ . It possesses a fine hall on Broad street, opened February 1, 1878. In the fall of 1843 a short-lived secret society, The Social Union, was formed. The  $A$  chapter of the  $X \Psi$  fraternity was founded in the fall of 1844. It died out in 1863 but was revived in 1876. It possesses a pleasant chapter-house.

The  $\Gamma$  Chapter of Connecticut of  $\Phi B K$  was founded at Wesleyan on July 7, 1845. It takes somewhat less than one-third of each class at graduation.

In 1847 the  $A \Psi$ , a local society at Wesleyan, changed its name to The Boetean Society. In 1854 the Libanian Society was formed. These two united in 1856, and received a charter as the Middletown Chapter of  $A \Delta \Phi$ . This chapter is one of the very best at Wesleyan, and occupies an elegant new chapter-house at the corner of High and Cross streets. It maintains an excellent course of lectures every winter.

In the fall of 1857 the  $O$  chapter of  $\Theta \Delta X$  was founded and died in 1860. A local fraternity  $\lambda \Sigma \Phi \Sigma$  was in existence from 1865 to 1872.

In 1867 Skull and Serpent, a senior society, was organized. In May 1869, the  $\Gamma \Phi$  chapter of  $\Delta K E$  was organized and is now flourishing, occupying a large mansion on High street.

A sophomore chartered society,  $\Theta N E$ , was founded at Wesleyan in the fall of 1870. It now has branches in many colleges. In 1872 were formed  $K \Gamma$ , a freshman, and Corpse and Coffin, a junior society, and in 1877 Skull and Spade, a sophomore society. In 1877, also, was founded  $A P$ , a freshman society, and in March, 1883, the  $O$  chapter of  $K A \Theta$ , a four year's ladies society.<sup>1</sup>

#### JOURNALISM AND ATHLETICS.

On July 1, 1840, appeared the first number of the Classic or College Monthly. It was published by Barnes & Saxe, and edited by a committee of students, with Prof. William M. Willett as editor-in-chief. In September, 1842, at a college meeting, it was voted to "let it die," through lack of financial support, and attempts to revive it in the fall of 1856 were failures. On November 8, 1858, appeared the first number of Wesleyan's annual, the Olla Podrida. It was published in folio for three years, and since then in pamphlet form. In 1861 it was published by sophomores; in 1862, by freshmen; from 1864 to 1873, by the secret societies; from then to 1876, by the Argus Association; in 1877, by the Olla Podrida committee, and since then by the junior class.

On June 11, 1868, was first published the College Argus, which has since that date been the able organ of the Wesleyan students.

<sup>1</sup> A chapter of  $B \Theta II$  was founded in 1889.

In early days footballs were bought by freshmen and kicked about the campus, as if in premonition of Wesleyan's love for that sport. In 1858 the first boat was bought and two clubs were formed. In 1861 these had increased to seven and boat races were indulged in from time to time. In 1872 at the college regatta at Springfield, the Wesleyan freshmen came in first, making the best time to that date ever made by a freshmen crew. In 1873 Wesleyan's crew came in second at the intercollegiate regatta at Springfield, and fifth at that at Saratoga in 1875. In 1874 there was a class boat race for six silver prize cups, and there was a challenge cup regularly raced for by the different classes for many years. It now reposes in Rich Hall, for boating, it is to be regretted, is entirely dead at Wesleyan. Her last triumphs were coming in second at the Lake George college regattas in 1879 and 1882.

Baseball was first played in 1861, and the Agallian Baseball Club existed from 1865 to 1869; but the national game has never been Wesleyan's favorite sport.

In the spring of 1874 the athletic grounds of Wesleyan were laid out west of the dormitories, and from 1875 athletic meetings have been held. In 1875 football began to be played scientifically, and the football association was organized in 1881 when the grounds were laid out west of the dormitories. In 1886 Wesleyan entered the Intercollegiate Football Association with Yale, Princeton, and University of Pennsylvania, to which Harvard was added the next year. It has obtained great advantage from its proximity to Yale, enabling it to play frequent practice games with the latter.

Wesleyan has done a grand work in the past, is doing good work to-day, and with the spirit it shows has the best outlook for success in the future.

## CHAPTER VIII.

### UNATTACHED PROFESSIONAL SCHOOLS.

#### I.—THE LITCHFIELD LAW SCHOOL.

Connecticut has but one extinct institution for higher education and that one in reputation was, in its lifetime, a renowned seminary of professional learning—the Litchfield Law School.<sup>1</sup>

The town of Litchfield from its very foundation has been renowned for the culture and refinement of its people and for the number of great men it has produced. But from an educational standpoint its chief fame is that it was the seat of the first regular law school in the United States.

In 1784 Tapping Reeve instituted the Litchfield Law School. He was born in Brookhaven, Long Island, in October, 1744, and died at Litchfield December 13, 1823. In 1763 he was graduated at Princeton, and in 1771 moved to Litchfield and began the practice of law there. It was a common thing then, as it is now, for a lawyer of note to have young men in his office and give them instruction; but Judge Reeve was the first to construct a regular course and really to give a complete legal education by lectures and recitations. He conducted the school alone till about 1798, when he associated James Gould (Yale College, 1791) with him, and the two constituted the faculty till Judge Reeve retired in 1820. He was judge of the Connecticut superior court, also, from 1798 to 1814, and was a Federalist in politics. He was the first lawyer of note in America to advocate a change in the law regarding the property of married women. In 1851 the Hon. C. G. Loring, one of his former pupils, said of him:

A venerable man in character and appearance, his thick gray hair parted and falling in profusion upon his shoulders, his voice only a loud whisper, but distinctly heard by his earnestly attentive pupils. He was full of legal learning, but invested the law with all the genial enthusiasm and generous feelings and noble sentiments of a large heart at the age of 80, and descanted to us with glowing eloquence upon the sacredness and majesty of law. His teachings of the law in reference to the rights of women and the domestic relations had great influence in elevating and refining the sentiments of the young men who were privileged to hear him. We left his lecture room the very knight-errants of the law, burning to be the defenders of the right and the avengers of the wrong, and he is no true son of the Litchfield School who has ever forgotten that lesson.<sup>2</sup>

<sup>1</sup> Hollister's Connecticut, Vol. II. Harpers, LIV, 514, "Litchfield Hill," by J. D. Champlin, jr."

<sup>2</sup> P. K. Kilbourn's History of Litchfield County, p. 258.



Judge Reeve married a daughter of President Burr of Princeton, and was the author of several valuable law books. Chancellor Kent says of his works, "he everywhere displays the vigor, freedom, and acuteness of a sound and liberal mind."<sup>1</sup>

Judge Gould, his fellow-teacher, was born in Branford, Conn., in 1770, and died in Litchfield, May 11, 1838. In 1816 he was made judge of the superior court and of the supreme court of error of Connecticut. His lectures on pleading were revised by him and published, and "Gould's Pleading is a legal classic of the highest order and has placed its author among the very best legal writers of the age."<sup>2</sup> He read "his able and finished lectures with a cold dignity to his students, each seated at his separate desk intent on copying from his lips the principles laid down and the authorities referred to."<sup>3</sup> The Hon. C. G. Loring called him—

The last of the Romans of the common law lawyers, the impersonation of its genius and spirit. It was indeed in his eyes the perfection of human wisdom by which he measured every principle of action and almost every sentiment. He was an admirable English scholar. From him we obtained clear, well defined, and accurate knowledge of the common law, and learned that allegiance to it was the chief duty of man, and the power of enforcing it upon others his highest attainment.<sup>4</sup>

These two great lawyers, "among the first, if not the first founders of a national law school in America, who have laid one of the corner-stones in the foundation of true American patriotism, loyalty to the law," virtually were the school, for with the failing health of the younger it was given up in 1833.

In 1820 when Judge Reeve retired, Judge Gould associated with him Jabez W. Huntington, afterwards judge of the supreme court of Connecticut and United States Senator.

These three were the only instructors ever engaged in the school. Under them were in all 1,024 students, an enormous number, considering the period when the school flourished. Of these, 210 were in attendance during the period from 1784 to 1798, 264 from 1798 to 1812, and 550 after that date. The South furnished 183 these—nearly one-sixth of the whole number, and every State then in the Union was represented at one time or another. The influence of this school was felt in the bar of every section of the country.

Many of the students attained eminence; 16 became United States Senators, 5 Cabinet officers, 8 chief justices of States and 2 justices of the United States Supreme Court, 10 governors of States, 50 members of Congress, and 40 judges of supreme courts in the different states. Among these were such men as John C. Calhoun,<sup>5</sup> Henry Baldwin, John

<sup>1</sup> Conn., 294 n. (Ed., '54).

<sup>2</sup> Marvin's Legal Bibliography, 342.

<sup>3</sup> Woolsey, Fiftieth Anniversary of Yale Law School.

<sup>4</sup> Kilbourne's Litchfield, p. 258.

<sup>5</sup> A tree is still shown at Litchfield which is said to have been set out by him.

Y. Mason of Virginia, ambassador to France, Levi Woodbury of New Hampshire, Secretary Clayton of Delaware, Hubbard and Ellsworth of Connecticut, Seymour of Vermont, Morton and Metcalf of Massachusetts, Cuthbert and Dawson of Georgia; Ashley and Hunt of New York, and Woodbridge of Ohio. One hundred and fifty of the graduates had previously received diplomas from Yale. The wide-spreading influence of this school is shown by the geographical distribution of the students. An imperfect list of the students, numbering 805, shows that Connecticut furnished 206; New York, 125; Massachusetts, 90; Georgia, 67; South Carolina, 45; Maryland, 36; Pennsylvania, 30; Vermont, 26; Rhode Island, 22; New Hampshire, Virginia, and North Carolina, each 21; Delaware, 15; New Jersey, 11, and Kentucky, 9.

No catalogue of the school was published till 1798. In 1827 a general catalogue was published. It states that the course was one of fourteen months, with two vacations of four weeks each, one in the spring and one in the fall. Tuition, for those days, was high, being \$100 for the first year and \$60 for the second year, and no one was allowed to enter for a less period than three months. Every Saturday there was an examination on the lectures of the week and moot courts were also held weekly.

## II.—HARTFORD THEOLOGICAL SCHOOL.

### NEW HAVEN THEOLOGY.

This institution, whose name was changed in 1885 from the "Theological Institute of Connecticut," owes its formation to the controversies springing out of the so-called New Haven theology of Prof. N. W. Taylor, of the Yale Divinity School. As the Rev. Bennet Tyler was his chief opponent, the controversy was called "Taylorism vs. Tylerism," and it raged fiercely in pamphlets and magazines for some years. As far back as 1821 it was imagined that some of the professors at Yale did not hold the views commonly thought to be orthodox on some matters, but the first thing which really aroused the conflict was Prof. Taylor's famous *Concio ad Clerum*. This was preached in the Yale chapel on the evening of commencement, September 10, 1828. This sermon contained tenets which were believed to be subversive of Calvinism, and which attacked some of the most cherished doctrines of the old-school theologians of the day. These claimed that the following of Dr. Taylor's views were heterodox. (I quote Prof. Thompson, one of the firmest opponents of them):

First. God could not have prevented all sin in a moral system. Second. Mankind came into the world with the same nature in kind as that with which Adam was created, and the fact that his posterity uniformly sin is due to the circumstances in which they are placed. Third. Self-love is the primary cause of all moral action. The exact form of the thesis was in these words: "Of all specific voluntary action the happiness of the agent in some form is the ultimate end." Fourth. Antecedent

to regeneration, the selfish principle is suspended in the sinner's heart, so that he ceases to sin and uses the means of regeneration with motives that are neither sinful nor holy.<sup>1</sup>

The organ of Dr. Taylor and his friends was the *Christian Spectator*, then the leading religious quarterly of New England. Their articles were answered by Dr. Tyler and others, and for some years the controversy was fierce. Dr. Tyler claimed that Dr. Taylor's teachings led to a denial of the doctrines of decrees, original sin, regeneration, and election, as formerly held by the Congregational Churches. He was supposed to be the author of a volume of 180 pages, published in 1837 and entitled "Letters on the Origin and Progress of the New Haven Theology, from a New England Minister to one at the South."

Those who opposed Dr. Taylor were very much alarmed at the fact that the young men entering the ministry from Yale, and being under Dr. Taylor's teachings, would be likely to be imbued with his doctrines, and thus the churches would have doctrines heterodox, from their point of view, preached to them. To deliberate upon some plan for overcoming this danger, 36 Connecticut Congregational ministers met at East (now South) Windsor on September 10, 1833. Their meeting was called "for the purpose of consultation and taking such measures as may be deemed expedient for the defense and promotion of evangelical principles." Two days they continued together in prayer and deliberation as to "what the power of God and His kingdom demanded."<sup>2</sup>

As a result they organized themselves into a Pastoral Union, formed a constitution, and appointed a board of trustees. The objects of the Union, as expressed in the second article of its constitution, are "the promotion of ministerial intercourse, fellowship, and pastoral usefulness; the promotion of revivals of religion, the defense of evangelical truth against prevailing errors in doctrine or in practice, and the raising up of sound and faithful ministers for the supply of the churches." A creed was formulated in twenty articles and provision made for the adoption of "such measures respecting the establishment of seminaries or periodical publications, as they shall judge conducive to the general objects of the Union." It has now about 200 members and meets the first of June.

#### THE CHARTER.

In May, 1834,<sup>3</sup> the legislature of Connecticut chartered the "Theological Institute of Connecticut." The trustees, chosen by the Pastoral Union, were made a "body politic and corporate," with the usual privileges, including the right to hold property not over \$50,000 in value. The board were to be chosen annually by the Pastoral Union, were to

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<sup>1</sup> "Semicentenary of Hartford Theological Seminary," pp. 16, 17.

<sup>2</sup> Letters on New Haven Theology, p. 79.

<sup>3</sup> In 1885 the legislature changed the seminary name to that which it now holds.

determine the location of the school, to appoint its faculty, "to regulate the studies and manual labor of the pupils," and to have exemption from taxation on all personal estate and on real estate not exceeding 100 acres in land. The object of the school is to be "the education of pious young men for the ministry of the Gospel, in connection with which there may be a department for teaching the sciences, preparatory to or connected with a collegiate course of study." In 1859 the charter was amended so as to permit the holding of property, from which the income should not exceed \$12,000 per year, and in 1880 the amount of property the seminary could hold was again increased to \$1,000,000. At this last time, the trustees were divided into three classes, one of which goes out of office each year.

#### EAST WINDSOR HILL.

During the preceding winter some fifteen students had been taught by Dr. Tyler at East Windsor, and the corner stone of the seminary building was laid there on May 13, 1834. On the same day, two professors were inducted into office, Dr. Bennet Tyler, professor of theology, and Dr. Jonathan Cogswell, professor of sacred history. On the 14th of October, Dr. William Thompson entered upon his duties as professor of biblical literature and the regular course of studies began with 16 students. Two stories of the seminary building were ready, and a library of about 2,000 volumes had been collected, chiefly from gifts of Connecticut pastors.<sup>1</sup> The location of the seminary at East Windsor was mainly due to the generous gifts of Dr. Erastus Ellsworth, who, formerly a merchant in New York, had now retired to that quiet Connecticut town. He was a faithful friend to the seminary and "in its early days of weakness and subsequent perils, Erastus Ellsworth promptly responded to every call that taxed his purse, time, patience, or capacity as a man of affairs."

A pet plan of the founders was that the school should be a "manual labor theological institute." This was before the days of the modern gymnasium, and since "an early grave or chronic weakness and disease were the penalty to be expected in case of many promising aspirants for the ministry," there were to be "ample means for manual labor in the new school of the prophets."<sup>2</sup>

It was also thought return in a pecuniary way might be obtained, and so some 70 acres of choice alluvial land between the seminary and the Connecticut River were purchased, and agricultural implements furnished to the students free of charge. Each student had an acre or less, and a road through the center of the field was to lead to a wharf on the river, by which the produce was to be carried away. The result was not successful. In 1835 the net profit was \$212.70, in 1836, \$383.62; but no provision had been made for fertilizing the soil, so the product

<sup>1</sup> Semi-Centennial, p. 19.

<sup>2</sup> Semi-Centennial, p. 21.

fell off. The students' time was too much taken from their studies, and they were away during one of the most important seasons, so the attempt was given up, as was one for a carpenter's shop.<sup>1</sup>

THE THEOLOGICAL INSTITUTE OF CONNECTICUT.

The trustees in their first report speak of the "prayerful solicitude and trembling hope" with which the decision was made, "under an imperious sense of duty to the Great Head of the Church and implicit reliance upon His blessing, to proceed to the establishment of a new seminary for the education of young men for the Gospel ministry." The experience of the first year was such as to "excite their gratitude and animate their hopes," and they note with pleasure "the increasing confidence and favor of the Christian public." The subscriptions up to May 1, 1835, amounted to \$33,733, of which sum the largest single gift was one of \$1,250 from Mr. David N. Lord, of New York City. The plan at first was that, after the buildings were completed, the \$3,000, which it was thought would be sufficient for the income, should be derived from annual contributions. Permanent funds were dreaded, and the plan adopted worked well for a time. The first year there were 328 subscribers of sums from 14 cents to \$750; but the commercial crisis coming soon after made a legacy of \$11,000 from the estate of Miss Rebecca Waldo, of Worcester, Mass., very welcome, and after that no more objections to permanent endowments were made.<sup>2</sup>

In 1859, the annual subscribers had dropped to 7.<sup>2</sup> Miss Waldo's sisters having added to her bequest, so that it amounted to \$14,000, it was set aside as an endowment of the chair of ecclesiastical history. Other gifts came; in 1836, through the influence of Dr. John Todd, then pastor at Groton, Mass., \$1,000 from the estate of Deacon Stone, of Townshend, was appropriated for the library. Soon after, Mr. Abner Kingman, of Boston Highlands, gave a valuable lot of carefully selected books, neatly bound.<sup>3</sup> Some years later Mr. Richard Bond, of Boston Highlands, bequeathed the seminary \$7,000, of which \$4,000 were to be used in purchasing books. Besides these gifts less than \$1,500 were spent for books by the trustees, while the school was at East Windsor. Another bequest early received was one of \$2,000 from Mr. Alva Gilman, of Hartford, while Prof. Cogswell, besides serving without pay, gave \$1,000 for the endowment of the chair of ecclesiastical history. The second professorship endowed was that of Christian theology, the funds for which came from a bequest of Mr. Chester Buckley and wife, of Wethersfield. An attempt was made to set aside the wills, but the late Hon. Seth Terry was able to compromise matters so as to save a large part of the gift. The third of the professorships, that of biblical literature, was endowed chiefly by the Rev. Dr. Asahel Nettleton, one of the founders of the school. He also gave \$500 for the purchase of

<sup>1</sup> Semi-Centennial, p. 27.

<sup>2</sup> Semi-Centennial, p. 25.

<sup>3</sup> Semi-Centennial, p. 23.

periodicals, and whatever should be realized from the sale of "Village Hymns" was to be applied toward the support of indigent students. For the latter purpose the Hale and Everest funds have been very useful, as well as scholarships from Mr. Abner Kingman.<sup>1</sup>

The establishment of this, a second theological seminary in Connecticut, called forth much criticism. The theological faculty at Yale "published a statement denying that any good reason could be assigned for the new enterprise," to which the trustees answered, in the fall of 1834, with an "appeal to the public." This gave, among other reasons for forming a new school, the fact that of the corporation of Yale nearly one-half was composed of laymen, then elected by popular vote.<sup>2</sup> The opponents of the new seminary feared that its founders intended "the breaking of existing ecclesiastical relations in the State," and though these disclaimed any intention to cease "fellowshipping" with the adherents of New Haven theology, this fear was not allayed for some time. It was claimed by enemies of the seminary that the odium incurred by attendance there lessened the student's chance "for a fair start in life," and the "seclusion and incongenial surroundings of the seminary, its moderate equipment in funds, books, teachers, and constituency, offered abundant material to unfriendly critics." The neighborhood had few congenial families and social opportunities were few. That under such disadvantages so many came was remarkable; that they stood so high in their chosen work still more so.<sup>3</sup>

#### THE FACULTY.

Dr. Tyler, the president of the seminary, was born July 10, 1783, in Middlebury, Conn. In 1804 he was graduated from Yale, and, studying theology, he was ordained pastor of the church in South Britain, Conn. In 1822 he became president of Dartmouth College, and in 1828 resigned that post for the pastorship of the Second Church in Portland, Me. In 1834 he connected himself with the East Windsor Hill Seminary and continued at its head till 1857. He did not long survive his resignation, but died suddenly, May 14, 1858.

To know and teach the truth, as revealed in the word of God, was his guiding purpose. While partial to old terms and methods, he was not blind to new aspects of truth and new expressions for it. As a man, he was well furnished, and of comprehensive affinities for all the relations of life. As a pastor, he was impartial, sympathetic, and tender in all required ministries. As a preacher, he was always instructive, often very earnest, and sometimes he brought a magnetic influence to bear upon the attentive hearer. As a teacher, he was winsome and helpful in developing truth rather than imperious and positive in stating it. In form, of a medium height, with broad shoulders and full chest; a ruddy face, susceptible of varied expression; a mild eye that often kindled with feeling, and a physique remarkable for its symmetry, Dr. Tyler stood among the noble Christian workers of his day the embodiment of qualities and powers of a very high order.

<sup>1</sup> Semi-Centennial, pp. 25, 26.

<sup>2</sup> Semi-Centennial, p. 20. Governor, lieutenant governor, and six senior senators.

<sup>3</sup> Semi-Centennial, pp. 22, 23.

Dr. Cogswell, the second of this faculty, was a graduate of Harvard, and served ten years without pay.

Dr. William Thompson, the Nestor of the school, over which he watched more than fifty years till his death in February, 1889, was born February 17, 1806, at Goshen, Conn. Fear of the new divinity at Yale led his father to send him to Union College, where he was graduated. He then went to Andover Seminary. His seminary course was interrupted by two years' teaching, and it is recorded that "he was one of the few theological students in those days who became conversant with the German tongue." In September, 1833, he was ordained pastor at North Bridgewater, Mass., whence he was called, against the desires of his people, to the seminary at East Windsor Hill a year later. To that institution he gave his life, and "constantly sacrificed his personal advancement in learning and in influence to present service, whose call could not be silenced." He built himself into the seminary whose cause he had espoused, instead of rearing a temple of individual fame upon a separate foundation.<sup>1</sup> His characteristic traits are said to have been profound humility, penetrating sagacity, brave loyalty to truth and duty, and a rare harmony with the will of God.

Dr. Asahel Nettleton held a semiofficial connection with the institution from its commencement. Born in North Killingworth, April 21, 1783, a graduate of Yale in 1809, he studied for the ministry; but his health not permitting him to enter the pastorate, he was ordained as an evangelist. As such he "labored in revivals in different parts of the State, and often in waste places, with great power from on high." His winters he spent in Virginia, on account of his health; his summers in East Windsor, till his death in 1844. To his influence may be ascribed the fact that so many graduates of the seminary have become foreign missionaries.<sup>2</sup>

Under these men the seminary received that "distinctive feature," its biblical teaching. "It is the conviction of this seminary," says the Rev. J. H. Goodell,<sup>3</sup> "that without controversy, and with proof as manifest as it is manifold, God has spoken to man, and in such a way that we may know what his utterances are." Believing this, "the grand intent is to teach the student to find out for himself what the word of God is."

#### THE ACADEMY.

The trustees had from the charter the additional authorization to establish a classical school. Some wished to found this as early as 1836 but not until 1850 was anything done. There seemed need of a good fitting school for college and for life, and the seminary hoped

<sup>1</sup> Memorial pamphlet of Prof. Wm. Thompson, D. D.; addresses by C. D. Hartnft, G. L. Walker, and A. W. Hazen.

<sup>2</sup> Semi-Centennial, p. 55.

<sup>3</sup> Semi-Centennial, p. 67.

that the pupils in such a school would be predisposed, in case they studied for the ministry, to prosecute those studies in the place in which they had laid the foundations of their education. Consequently the East Windsor Hill Academy was opened in 1851. Fifty pupils were present the first year, and for ten years the academy was in operation, doing thorough work. It was finally closed because of the failure to obtain funds for it. "The trustees chose to discontinue the school rather than suffer its good name to be tarnished."<sup>1</sup>

#### REMOVAL TO HARTFORD.

After twenty years of life prejudices against the seminary had largely passed away, but a grave cause of anxiety to its friends was found in the inaccessibility of its position. This increased as time went on; the railroad was on the opposite side of the river; steamboats ceased to stop at East Windsor, and the stage was withdrawn, so that a distinguished missionary, on a visit to the United States, said that the difficulty in getting from Old Windsor, on the west bank of the Connecticut, to East Windsor Hill was greater than any he had experienced in Palestine or Armenia.<sup>2</sup> The number of students was falling off, and the trustees decided to invite the corporation of Yale College "to consider an overture for uniting the two seminaries." The number of students at New Haven was also declining, and the proposal was accepted. A conference was held and the East Windsor Hill trustees proposed that the united school be at New Haven, that the professors in both seminaries should resign and new ones be chosen, and that the trustees of the Theological Institute of Connecticut should nominate candidates for professional chairs, from whom the Yale corporation should elect. The first two were granted; the third was objected to, and other difficulties arising, the project came to naught.<sup>3</sup> In 1864 the clerical fellows of Yale College appointed a committee to reopen the matter of a union, but the trustees of the institute had resolved to remove it to Hartford, "in order to open to it a wider field of usefulness and to confer upon it greater privileges," and so, it must be regretted, the subject was finally dropped. With union still more strength would have followed than we find in the two separate schools to-day.<sup>4</sup>

The institute, however, had a sore disappointment in its failure to raise \$200,000, the amount thought necessary to meet the outlay required by the change. Much help was received from men from Massachusetts, then first admitted to the Pastoral Union, though less aid than was expected came in later years. It was thought that if a Massachusetts pastor were chosen professor his endowment would come thence, but it did not and Mr. James B. Hosmer gave \$50,000 for the chair.

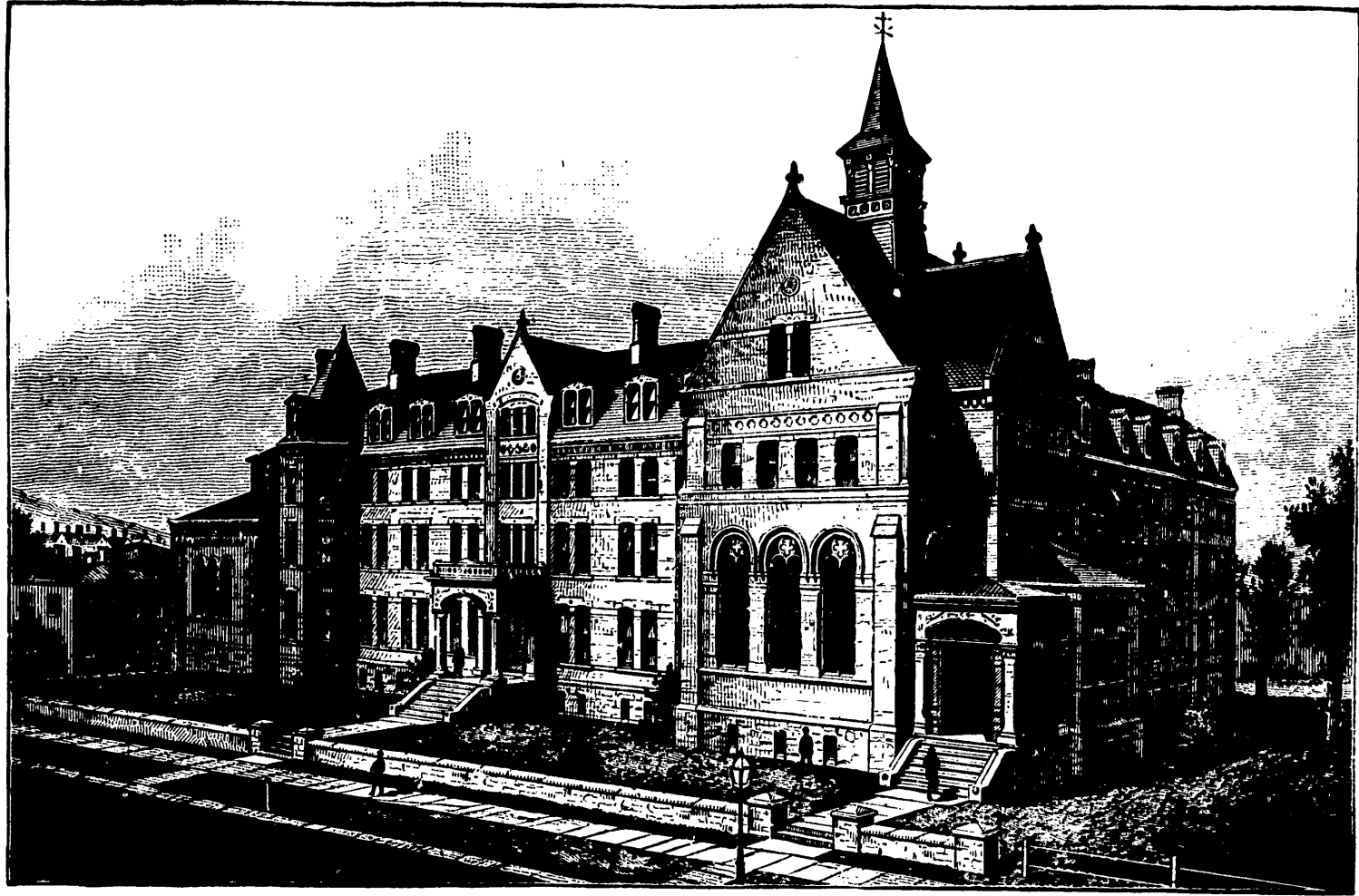
<sup>1</sup> Semi-Centennial, pp. 27-29.

<sup>2</sup> Semi-Centennial, p. 29.

<sup>3</sup> Semi-Centennial, pp. 30, 31.

<sup>4</sup> Semi-Centennial, p. 32.





HOSMER HALL—HARTFORD THEOLOGICAL SEMINARY.

In 1871 the National Congregational Council at Oberlin tried, with the following resolution, to help on an unsuccessful scheme to move the seminary to one of the Western States:

“That we recognize thankfully the valuable services which the Theological Seminary at Hartford has done in the past and that we heartily commend its system of instruction; but, in view of the fact that two institutions of a similar character are no longer needed in close proximity to each other, its consolidation with one of the western seminaries, if such a measure be practicable, would be viewed with satisfaction by our churches and would, we believe, greatly enlarge its sphere of usefulness.”<sup>1</sup>

#### HOSMER HALL.

For fifteen years after the removal to Hartford the seminary occupied three rented houses in Prospect street, and for a time a fourth on Main street. The houses on Prospect street, one of which had formerly been the home of Col. Jeremiah Wadsworth, of Revolutionary fame, were far from convenient, and the building of Hosmer Hall in 1879 was hailed with joy. This building gave the seminary a permanent home. It was the gift of Mr. James B. Hosmer and stands on Broad street. All the rooms are under one roof, the library building being in a wing. There is, however, a well-equipped gymnasium separate from the main building. The removal to new quarters was signaled by an increase of students and the establishment of a graduate or fourth-year class in 1881. Since the removal of the library to its new quarters in Hosmer Hall, it has increased with great rapidity. A large part of the accessions has come from the generous gifts of Mr. Newton Case, of Hartford. In 1877 there were 6,700 volumes; in 1880, 12,000; in 1884, 38,000; and now there are nearly 60,000 volumes and 25,000 pamphlets.

The use of it is free to the students of all the courses, to ministers, to any responsible person pursuing special scientific study, and to the public generally.

The new Case Memorial Library, a building begun by Mr. Newton Case before his death, in 1890, has been completed with a bequest given by him, and was dedicated January 18, 1893. It is one of the best appointed library buildings in the country. The stack-rooms, a thoroughly fire-proof construction, have a capacity of 250,000 volumes, while the facilities for special and “seminar” work are ample. It is intended to furnish apparatus for special research, as well as for general theological study. The collection of works for general reference, encyclopædias, periodicals, etc., is unusually large, and all the principal theological departments are well represented by particular works. For the specialist there is considerable material in the departments of Reformation History and of historical sources in general, in Patristics, in

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<sup>1</sup> Semi-Centennial, p. 34.

Rabbinical Literature, in Liturgics, and in Bibliography, while the special collections of Lutherana and English Hymnology are unrivaled in this country.<sup>1</sup>

Prof. A. T. Perry is now librarian, having succeeded Mr. Ernest C. Richardson, now of Princeton College, to whom the author is greatly indebted for the material of this sketch.<sup>2</sup>

#### STUDENTS.

Among the professors who have labored in the seminary, the Rev. E. A. Lawrence and the Rev. R. G. Vermilye demand a passing mention for their devotion to its best interests.

The regular course occupies three years. In general, the work in all the departments is continued in some form throughout this period. But special emphasis is placed in the junior year on exegetical theology, in the middle year, on historical and systematic theology, and in the senior year, on practical theology.

The arrangement of studies involves the principle of central prescribed courses in principal subjects, combined with an extensive system of elective courses from which the students shall select a specified amount subject to the approval of the faculty. The relative quantity of elective work increases from the beginning of the course to the end, and in each year the prescribed courses are chiefly placed in the first term. The whole system is so planned that the entire curriculum includes from 1,400 to 1,500 hours of class-work for each student, of which 1,000 are prescribed. The prescribed courses include both extended work in topics that are usually emphasized, and also outline or introductory work in topics which are more fully treated among the electives. As a rule, therefore, elective courses are continuations or amplifications of work already begun in the prescribed courses. In exceptional cases the faculty reserves the right to prescribe what elective courses shall be taken.

At the beginning of the year all applicants are personally examined by the faculty as to their religious experience and their motives for seeking the ministry or other Christian service. They are expected to file certificates of membership in a Christian church and of graduation at a college.

None except college graduates will be admitted to the regular classes of the seminary, except in special cases where those not graduates approve themselves to the faculty, by examination or otherwise, as having a fair equivalent for a college course. In no case will students be received to the regular course who have not a sufficient knowledge of Greek to read understandingly the Greek New Testament.

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<sup>1</sup> Annual catalogue, 1892-'93.

<sup>2</sup> The author takes this opportunity to acknowledge the services of Prof. Arthur L. Gillett and Dr. Williston Walker in reading the proof-sheets of this sketch,

The first class consisted of 9, and in 1881 the number of students had reached only 28. Then the effect of the new building began to be felt, and 1888-89, 47 were in attendance from sixteen different colleges. Of the students, the following are among the best known, Cushing Eells, 1837, missionary to Oregon and founder of Whitman Seminary; Augustus C. Thompson, 1838, a well-known religious writer; H. M. Field, of the New York Evangelist; Lavalette Perrin, 1843; W. A. Benton, 1846, missionary to Aleppo, Syria; Josiah Tyler, 1848, and H. A. Wilder, 1848, missionaries to the Zulus; Paul A. Chadbourne, 1851, president of the University of Wisconsin and of Williams College; Charles Hartwell, 1852, missionary to China; H. M. Adams, 1854, missionary to the Gaboon, Africa; S. C. Pixley, 1855, who translated the Bible into the Zulu tongue; J. K. Nutting, 1856, president of Tougaloo University, Mississippi; E. C. Bissell, 1859, formerly foreign missionary, for 11 years professor in the seminary, now professor in McCormick Theological Seminary, Chicago; E. Robbins, 1859, and H. M. Bridgman, 1860, missionaries to the Zulus; C. C. C. Painter, of the "American Missionary;" W. H. H. Murray, 1864; S. W. Dike, 1866, well known for his writings on sociology; A. W. Clark, 1868, missionary to Austria; F. H. Allen, 1873, author of "Biography of Great Adventurers"; and W. H. Sanders, missionary to Bihé, West Africa.

#### SPECIAL COURSES.

Courses of one, two, or three years in several or single branches will be arranged by the Faculty to meet the wants of ministers who wish to supplement their training and of any persons who desire to pursue scientific studies in existing departments or to fit themselves for special Christian work. Elocution, music, and physical culture are not considered as courses, either separately or collectively.

Candidates for special courses must be of unexceptionable character and must be unanimously approved by the Faculty. For entrance into the departments of Encyclopædia or Exegesis, a college diploma or its equivalent is necessary. For the departments of Historical, Systematic, Experiential, or Practical Theology, a general education corresponding to the collegiate standard in English courses is required. Very exceptional cases, not meeting these requirements, may be received on probation, if unanimously approved by the Faculty.

The schedule of hours is carefully drawn up, so that the appointments in each topic are grouped into as short a period as possible. This secures continuity of attention and effort for both professors and students, and prevents the latter from having more than about four topics before them at any one time. The total number of hours per week required of each student is from fifteen to seventeen.<sup>1</sup>

On May 7, 1884, were held services commemorative of the completion of the first half century of the seminary's history. On May 10,

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<sup>1</sup> Annual Catalogue, 1892-93.

1888, Prof. Chester D. Hartranft was inaugurated president of the seminary, an office which had been vacant since Dr. Tyler's death. His address then delivered contains a clear statement of the aims of the seminary, and is worth quoting:

I. Our first tenet is the absolute supremacy of Christ's views of God and the universe, man and the world.

II. That theology is the absolute head of all sciences. It concerns itself (1) with the unknown; (2) with cosmology, or the revelation of God in the universe; (3) with apocalypics, or revelation of His will in the Bible. There are three great fields into which the conception of theology must move: (1) research; (2) inculcation of the results of research and training of individuals to undertake the same; (3) publication of results of research.

III. The sovereignty of spirit over reason, soul over body.

IV. It is from that branch of theology which concerns the revelation contained in the Bible that we propose to make our beginning. This is to be divided into theology, exegetical, historical, systematic, experiential, and practical. The main function of the seminary, as it now exists, is the educational one. The institution should stand for and exemplify a scientific handling of the Scriptures, recognizing the Book as an authentic revelation given in genetic and historic form; it also stands for the ethical as well as divine aim of all science for the development of the kingdom by the elevation of men in spirit, soul, and body.

He urged the founding of fellowships, the strengthening of the graduate year,<sup>1</sup> the founding of institutes after the manner of the German seminary system, and the offering the privileges of the seminary to Christian teachers and journalists, to those who desire special instruction, and to the Christian women, graduates of colleges, who enter upon any form of Christian work.<sup>2</sup> Following this last recommendation, the seminary, in the fall of 1889, opened its doors to women on the same terms as men, being the first institution in the country so to do. This is intended especially for those "desirous of preparing themselves for Christian teaching, for the missionary field, and for any religious work other than the pastorate."

A bi-monthly periodical called the Hartford Seminary Record was established in 1890, under the auspices of the faculty, and has attained a gratifying circulation. Its purpose is to be a medium not only of intercommunication between all members of the constituency of the Seminary, but for the publication of material in any way connected with the progress of theological thought and education. The editors for the present year are Prof. Waldo S. Pratt, Prof. Arthur L. Gillett, 1883, Prof. Alfred T. Perry, 1885, with Rev. T. M. Hodgdon, 1888, and Mr. O. S. Davis, 1894, as associate editors. Every issue contains the following departments: editorials, articles, book notes, alumni news, and seminary annals.

<sup>1</sup>A graduate course of one year is now open to graduates of any theological seminary if they are college graduates. Proficiency in the studies of this year leads to the degree of S. T. B.

<sup>2</sup>In the year 1892-93, there were two fellows, four candidates for the degree of Ph. D., one graduate student, twelve seniors, nine middlers, twelve juniors, and two special students—forty-two in all. Of these five were women.

The faculty of the seminary is large and able, there being twelve resident instructors, four tutors, and eight lecturers. The Carew lectureship, established by the late Joseph Carew, of South Hadley Falls, Mass., annually provides for from four to six lectures by men of the highest rank, and the lectureship on foreign missions provides for ten or twelve lectures annually. Every second year "a student of conspicuous attainment is appointed from the senior class as William Thompson fellow for two years, with the privilege of studying abroad." He receives \$600 annually. On the alternate years the John S. Willis fellowship is given upon the same conditions.

Prizes are given of \$50 each to the senior showing greatest proficiency in New Testament Greek, to the senior presenting the best essay on some topic in evangelistic theology (Hartranft prize), to the middler submitting the best essay on some topic in systematic theology (Bennet Tyler prize), and to the member of the junior class making greatest absolute progress in Hebrew (William Thompson prize). A scholarship of \$200 is awarded for the middle year to that student who has maintained the highest standing in the junior year. Three entrance prize scholarships of \$250 each are awarded, one to a man and two to women. The latter are called the Maria H. Welles and Elizabeth Butler Thompson scholarships, respectively.

A school for church musicians was organized in 1890 under the general auspices of Hartford Theological Seminary, designed to afford the very best advantages for earnest musical students, especially for those in preparation for church work. The regular course of three years, when fully arranged, will provide for Christian students, who are properly equipped for specialized study, and who intend to become professional church musicians, whether as organists, choir masters, or singers, a careful training in the theory and practice of organ-playing, piano-playing, singing, composition, etc., with varied instruction in the whole history and theory of music, and in its special adaptations to public worship. A normal course for the training of choir masters, covering two years, is now being given. Special courses, open to any music student, are now offered in organ-playing, piano-playing, voice-building, singing, sight-reading, harmony, counterpoint, musical history, etc.

The Hosmer Hall Choral Union, affiliated with the seminary, an oratorio society of over 200 members, organized in 1880, meets in the seminary building and gives from five to seven concerts annually.

The invested funds of the seminary amount to \$400,000.

In the winter of 1889-90, the professors began to give courses of lectures open to the people of Hartford. In 1892, the seminary, in union with other institutions of learning in the State, formed a State council for university extension. As a result of the success of the lectures given, the Society for Education Extension was organized in 1892 to extend the benefits of education to those who can not make use of ordi-

nary means. In its programme for 1892-93 it presents three divisions of educational work :

A. The university extension lectures, consisting of twenty-nine courses on subjects in history and geography, philosophy, psychology, æsthetics, literature and language, political and social science, physical and natural science, and art.

B. Private and class instruction, elementary and advanced, in fine and industrial arts, languages, and mathematics.

C. Local lectures on topics in literature, history of culture, theology, sociology, medicine, law, art, and technology. This division presents thirty-one groups of lectures.

The seminary "believes that the Holy Spirit is as mighty to work everywhere among men now as in the most golden periods of history, and that the surest channels for His working are a knowledge of the word and a genuine consecration of heart."

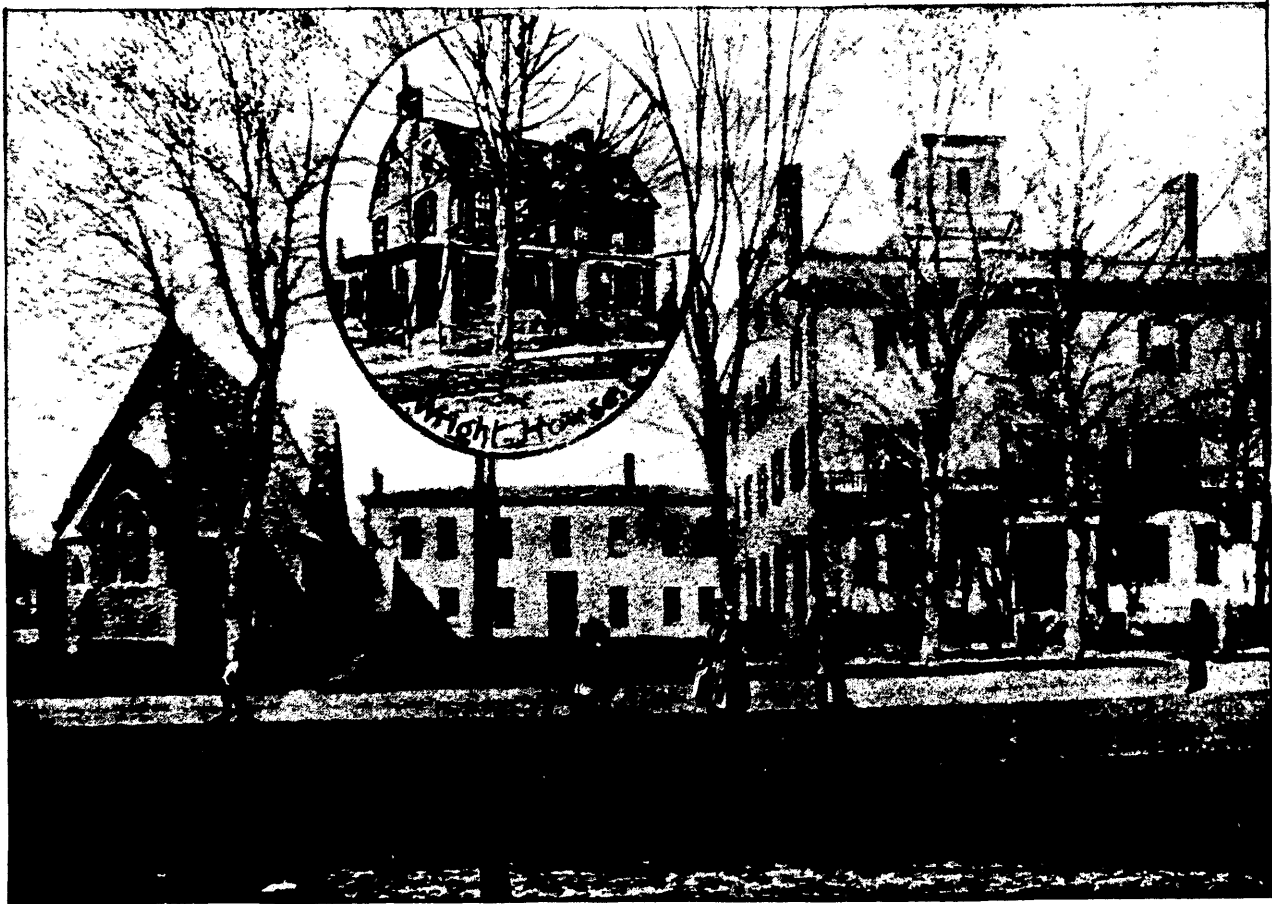
### III.—THE BERKELEY DIVINITY SCHOOL.<sup>1</sup>

In the beautiful city of Middletown, the seat of Wesleyan University, is also situated this seminary for the education of ministers in the Protestant Episcopal Church. The buildings are situated at the corner of Main and Washington streets, and the land extends on Main street to that of the Episcopal Church. There are five buildings. The first is a large three-story brick house on the corner, formerly the residence of the Rev. Dr. Samuel F. Jarvis. This is occupied by Bishop Williams, the dean of the school, as his residence; contains the library and class rooms on the second floor, and on the third floor and in the attic, rooms for students. Behind this and extending south to the chapel is a two-story dormitory, which was built in 1860, and is intended to be only temporary. It contains 12 student rooms. The chapel, built of Portland stone, is an attractive edifice, given in 1861 by Mrs. Mary W. A. Mutter, to be used solely for religious purposes. It has seats for the faculty and students and about 60 free sittings.

Wright House, a two-story brick building, fronting on Main street, was bought in 1868, and accommodates the students' commons and has 7 rooms for students in the second story and attic. Behind the corner building stands a wooden gymnasium.

When Bishop Williams was rector at Schenectady he had several theological students who followed him on his removal to Hartford as president of Trinity College. With this nucleus he determined to form a theological department in connection with Trinity, and instruction was arranged for. This was given by Bishop Williams, the Rev. Dr. Coit, then a professor at Trinity, the Rev. A. C. Coxe, and the Rev. E. A. Washburn, later rector of Calvary Church, New York City. Sixteen young men entered the school, and the increase of numbers and

<sup>1</sup> History of Middlesex County, 1884, pp. 123-126. Rev. Frederic Gardiner, D. D.



BERKELEY DIVINITY SCHOOL, MIDDLETOWN, CONNECTICUT.



the growing importance of the school made some permanent organization desirable. In 1854 the general assembly granted the school a charter, with a board of 11 trustees. Of these, 6 were to be clergymen and 5 laymen of the Protestant Episcopal Church in Connecticut. The convention of the diocese was given power to fill vacancies, and the trustees were to meet for organization when \$40,000 had been subscribed for an endowment.<sup>1</sup> Soon after this it was determined to sever all connection with Trinity College and place the school at Middletown in view of the generous offers made by citizens of the town. It seems doubtful, however, if the increased endowment has made up for the loss of influence consequent upon separation from the college.

Bishop Williams removed to Middletown, having previously resigned the presidency of Trinity College, and remained at the head of the school, as he has continued to do unto this day. He is the founder and careful guardian of the school to which he has given so much of his noble life. In August, 1854, the trustees met at his house for organization. On the 19th of the following January the course of study was arranged and negotiations for the purchase of a site begun. On April 18, 1855, the board voted unanimously to buy for \$10,000 land from the estate of the Rev. Dr. Jarvis. The school rented the building on the property at once and negotiations for the purchase of the land were kept up for several years, till Mr. E. S. Hall gave the property and \$10,000 toward the school's endowment, provided that it should never be moved from Middletown. In 1856 the Rev. Edwin Harwood, now rector of Trinity Church, New Haven, became the first resident professor besides Bishop Williams, and the same year Rev. T. F. Davies, now Bishop of Michigan, was made professor of Hebrew. The other chairs were filled as follows: Bishop Williams was dean, professor of doctrinal theology and ritual, with authority to appoint a librarian; the Rev. S. W. Coit, D. D., then rector of St. Paul's Church, Troy, N. Y., spent several weeks in Middletown during each year lecturing as professor of ecclesiastical history and became resident professor in 1873; Dr. Harwood was professor of the literature and interpretation of Scripture till 1859 when he went to New Haven; the Rev. F. J. Goodwin, D. D., was professor of the evidences of Christianity until ill-health made him give up the chair in 1867, two years before his death; the Rev. A. M. Littlejohn, then rector of Trinity Church, New Haven, came up weekly as professor of pastoral theology till his removal to Brooklyn

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<sup>1</sup> The original trustees were the Rt. Rev. T. C. Brownell, D. D.; the Rt. Rev. John Williams, D. D.; the Rev. D. R. Goodwin, D. D., president of Trinity College; the Rev. F. J. Goodwin, D. D., rector of the Church of the Holy Trinity (then Christ Church), Middletown; the Rev. Thos. C. Pitkin; the Rev. Jacob L. Clark, D. D., of Waterbury; Edward S. Hall, of New York; Ebenezer Jackson, of Middletown; Wm. T. Lee, of Hartford; Chas. A. Lewis, of New London; Leverett Candee, of New Haven. Bishop Williams and Mr. Hall are the only ones alive (1890). The Rev. Wm. Jarvis was secretary and treasurer until 1858; then A. H. Jackson, M. D., of Middletown, until his death, in 1869; and then his brother, C. E. Jackson, until the present.

in 1869; the Rev. E. A. Washburn, one of the most eminent of broad churchmen, rector of St. John's Church, Hartford, came over to fill the chair of the polity of the church until his removal to New York, and the Rev. Francis T. Russell, now principal of St. Margaret's School, Waterbury, took the chair of elocution which he still holds.

Prof. Davies was the first alumnus of the school to be placed on its faculty; and his chair, that of Hebrew, has always been held by an alumnus. He resigned to enter the pastorate in 1861. After Dr. Harwood's removal to New Haven he was chosen non-resident professor of ethics but gave no instruction. In his former chair, the Rev. Frederic Gardiner, of Maine, was elected but as he could not accept the Rev. Samuel Fuller was chosen. He served till he was retired as professor emeritus at his own request, in 1882, on account of old age.

In 1860 Mrs. Mütter offered to give a chapel, provided that the seats not occupied by students should be free; that there should be daily service in it during term time; that services on Sundays and holy days should not interfere in hours with those of the neighboring church, and that the chapel should be under the bishop's immediate charge. These conditions were accepted. The Shaler and Hall Quarry Company, of Portland, gave the freestone for the building.

William A. Vibbert, a student, was made instructor in Hebrew in 1861, and, after ordination in 1862, professor, which post he resigned in 1874 to accept a rectorship.

In June, 1865, the Rev. Henry de Koven, D. D., who had been discharging those duties for some time, was appointed professor of homiletics without salary and chaplain, and a vote of thanks was tendered him "for previous valuable and gratuitous services." He resided at the time in Middletown, and in 1869 resigned his charge on account of ill-health and went to Europe, which was his home until his death in 1884.

In 1865 it was left at the bishop's discretion to employ the Rev. H. A. Yardley as assistant in instruction. Soon after he was appointed professor and chaplain. The latter he gave up in 1876 because of ill-health, but continued giving instruction until within a fortnight of his death in April, 1882.

Though the school was primarily intended for Connecticut students, many came from other States, and the Wright house, then belonging to Dr. Blake, was bought in 1868, to give increased accommodations. The funds for this came chiefly from the liberality of the Alsop family, who have been frequent benefactors of the school. This house was built 1745-1750, by Joseph Wright, with brick from Newfield, Conn., and was the first house in Middletown of American brick. The school still needs increase of library<sup>1</sup> and better quarters for it and more convenient rooms for students. In 1868 the Rev. Frederic Gardiner, D. D., then connected

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<sup>1</sup> Steps are now (1893) being taken towards the erection of a building for library and lecture-room.

with the Episcopal church in Middletown, was added to the faculty, and, in the next year, leaving his rectorate, was made professor of the literature and interpretation of the Old Testament. Later he became librarian, and in 1882 when Prof. Fuller retired, he was transferred to the chair of literature and interpretation of the New Testament, and his former duties were transferred to the professor of Hebrew. Prof. Gardiner continued to teach until his death in 1889 when the Rev. John H. Barbour succeeded him. In February, 1873, the Rev. Dr. Coit moved to Middletown as permanent professor and served in that capacity up to his death in 1885. He was then succeeded by the Rev. W. F. Nichols, and he, resigning in 1887, was succeeded by the Rev. W. A. Johnson, who was transferred from his former professorship.

In January, 1874, the Rev. John Binney was made professor of Hebrew, and taught Chaldee and Syriac as electives. In 1876, he was made chaplain, and in 1882, the literature and interpretation of the Old Testament was added to his chair. The writer is largely indebted to his kindness for this account of Berkeley.<sup>1</sup> In 1883 the Rev. William A. Johnson was made Prof. Yardley's successor as professor of Christian evidences and homiletics, and on his being transferred to another chair in 1887 the Rev. Dr. Sylvester Clarke succeeded him.

Before Dr. Coit's removal to Middletown 4,000 volumes of his library had been for some time deposited with the school, and 10,000 more were secured soon afterwards. With these the library now contains somewhat over 22,000 volumes. It consists largely of theological works and which are lent freely to all. It is stored inconveniently in class rooms, and a fund for new books is needed, as its only source of increase is from the donations of friends. The endowment, which is as yet insufficient, has been the gift of many friends, among whom are especially to be mentioned Mr. E. S. Hall, of New York, the late Mrs. Mary W. A. Mütter and others of the Alsop family, the late Miss Margaret Belden, of Norwalk, the late Mrs. F. A. Russell, of Middletown, and especially the late J. E. Sheffield, of New Haven. The general endowment fund is \$275,015.08; the Belden legacy, \$14,373.59; the Mütter professorship, \$25,000; the Susan Bronson legacy, \$500; the Alsop memorial fund, \$3,000; the Richard Mansfield scholarship, \$1,000; the chapel endowment fund, \$10,000; the James Scovil scholarship, \$1,000; the G. E. Curtis legacy, \$1,000; the G. W. Nichols fund, \$5,000; the Williams English scholarship, \$500; the Bishop Williams professorship fund, \$30,000; the Toucey scholarship, about \$3,000; the Jarvis scholarship, about \$10,000; the Coit library, about \$6,000; and subscriptions to the "Williams library," about \$14,000. The total amount is \$399,388.67. About 375 have graduated from Berkeley, of whom three have been missionaries to the Indians, and some are to be found in every part of the Union. Among them are the Right Rev. William W. Niles, of New

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<sup>1</sup> The proof-sheets of this sketch were kindly read by Prof. Binney.

Hampshire, the Right Rev. Elisha S. Thomas, of Kansas, the Right Rev. Boyd Vincent, of southern Ohio, and Prof. Samuel Hart, of Trinity College. There is a society of the associate alumni. Many of the students, who numbered 29 in the last catalogue, on Sundays officiate as lay readers in feeble parishes of the neighborhood.

The present faculty is composed of the Rt. Rev. John Williams, D. D., LL. D., Dean, Professor of Doctrinal and Pastoral Theology, and the Prayer Book, the Rev. Samuel Fuller, D. D., Professor Emeritus, the Rev. John Binney, D. D., Sub-Dean, Professor of Hebrew and of the Literature and Interpretation of the Old Testament, and Chaplain, the Rev. William Allen Johnson, M. A., Professor of Church History, the Rev. Sylvester Clarke, D. D., Professor of Christian Evidences and Homiletics, the Rev. John Humphrey Barbour, M. A., Professor of the Literature and Interpretation of the New Testament, and Librarian, and the Rev. Francis T. Russell, M. A., Professor of Elocution.

“All candidates for priests' orders, with full qualifications, according to the canons of the Protestant Episcopal Church, are admitted.” Some knowledge of Hebrew is required for admission, and the course, which covers three years, is well arranged and comprehensive. While the “great classic authors, such as Hooker and Pearson, are studied, the purpose is to keep up with the latest researches and most recent authors in all departments of theological science.” Lectures form a large part of the work, and courses of side-reading are recommended. “Religious services are held daily, with holy communion on Sundays and holy days.” The school year has one term, from September to June, with vacations at Christmas and Easter. Rooms and tuition are free, and aid is extended in certain cases to persons who need it.

Under the guidance of its venerable head, the Berkeley Divinity School is raising up a cultured ministry for the church it represents.