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ANDOVER

MASSACHUSETTS

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No. 1.

COMMENCEMENT EXERCISES

WITH exercises beginning on Sunday, June 17, the one hundred and twenty-eighth year of Phillips Academy closed. Large gatherings of alumni and friends were present at all the exercises. From the baccalaureate sermon on Sunday afternoon to the alumni banquet and the senior dance on Wednesday, everything was auspicious, and the school year came to a successful end.

The Rev. Harry P. Dewey, D.D., pastor of the Church of the Pilgrims, Brooklyn, N. Y., preached the baccalaureate sermon to the graduating class in the Chapel, Sunday afternoon. Dr. Dewey chose for his theme "The Bruised Heel", taking his text from I John 3:5: "And ye know that He was manifested to take away our sins".

On Monday evening, the fortieth annual speaking of declamations for the Draper prizes was held in the Chapel.

The Class Day exercises, held Thursday afternoon in front of the Borden Gymnasium, were of marked excellence. A concert by the Waltham Watch Company band closed the program. The ivy exercises followed, with the presentation of the spade by Frederick James Murphy, president of the class, to John Reed Kilpatrick, president of the class of 1907.

The one hundred and twenty-eighth commencement exercises of Phillips Academy were held Wednesday forenoon, June 20, at 10.30, in the Chapel, a class of eighty-three young men being graduated. The commencement essays, delivered in competition for the Andrew Potter prizes for the best graduating essays, were as follows:

Education in China	Luther Mitchell Ferguson, Shanghai, China
Camping in the North Woods	James Breckinridge Waller, jr., Chicago, Ill.
Reciprocity with Canada	Albert Farnsworth, Lawrence
The Pre-eminence of Shakespeare	Thayer Adams Smith, Hanover, N. H.
The Yellow Peril	Arthur Benson Gilbert, Mt. Kisco, N. Y.

Railroad Rate Legislation
Maurice Diehl Cooper, Buffalo, N. Y.

Brutus and Cassius
Joseph Brown, Cheyenne, Wyo.

After announcing the prizes for the year, a record of which is given elsewhere, Principal Stearns, with a brief address to the class, awarded the diplomas.

ALUMNI DINNER

AN enthusiastic meeting of the Phillips Academy Alumni Association was held in the Borden Gymnasium Wednesday afternoon, dinner being served at 1.30 o'clock. During the banquet an excellent concert was given by the Waltham Watch Company band.

Horace E. Deming of New York City, president of the association, presided at the postprandial exercises.

The following officers were elected:

President, Alexander Van Rensselaer, '67, of Philadelphia, Pa.; vice-presidents, Albert B. Peabody, '49, of East Boxford, William T. Smith, '55, of Hanover, N. H., John M. Brown, '56, of Portland, Me., James B. Gregg, '62, of Colorado Springs, Colo., Charles A. Corliss, '86, of Englewood, N. J., William H. Wadhams, '92, of New York, N. Y., Frank T. Crawford, '96, of Chicago, Ill.; statistical secretary, George T. Eaton, '73, of Andover; secretary, Frederick E. Newton, '93, of Andover; treasurer, Bernard M. Allen, '88, of Andover; executive committee, William S. Haskell, '88, of New York, N. Y., George B. Hollister, '88, of Washington, D. C., Charles H. P. Schweppe, '98, of Chicago, Ill., and Southard Hay '98, of Pittsburg, Pa.

PRESIDENT DEMING'S ADDRESS

Upon this anniversary day it is natural that we should think of the venerable age of our beloved Alma Mater, of her long career of honorable and fruitful service. The founding of Phillips-Andover antedated by several years the birth of the United States. But this was by no means in a remote past. The grandson of one of the pupils who entered the Academy as soon as Eliphalet Pearson, our first principal, opened its doors, is my own

contemporary. It is the vast contrast between then and now which makes us think of the men and events of that time as belonging to a remote antiquity. Frederick the Great was King of Prussia, Louis the Sixteenth reigned in France when Samuel and John Phillips founded Phillips Academy; the thirteen colonies were in armed rebellion against George the Third of England and had just adopted the Articles of Confederation. What a changed world today, and nowhere has the change been so stupendous or taken place with such rapidity as in our own country. Especially has this been true in the forty years since the close of our civil war. Decade by decade the pace has accelerated. The truth is, the world is continually in the making and new problems are constantly appearing above the horizon.

Let us take a single illustration—the attitude of men towards government today. Our forbears feared and distrusted government. Government, to be sure, was necessary but it was dangerous; and unless its activities were restrained within very narrow limits it was sure to become oppressive. The framework of our national government represented very accurately this attitude of mind on the part of the clearest political thinkers of the time. To create a strong government was furthest from their thoughts. On the contrary, they devised a government with power distributed among counterbalancing departments, one of the most important functions of each being to hold the other in check. It was to be a government of balance, of poise, but never aggressive. In this way the rights of the people were to be preserved. But today there is an entirely different conception of government. It is no longer regarded as something necessarily apart from the people and, superimposed by some external power, likely to become aggressive and oppressive unless held in restraint and constantly guarded against. Government is coming more and more to be regarded as merely an agency or tool of the people, the expression of their will. In the last analysis, this is the democratic ideal of government and the influence of this ideal, which is but another way of saying the democratic spirit, is more and more permeating the body politic and, so far as we can now see, is destined to become a predominant factor in the attempts to meet and solve the many grave problems that confront us.

Government has always had a potent influence upon not merely political but upon social and economic conditions. There could be no amassing of individual fortunes, no growth of corporate wealth, indeed there could be no corporations at all, nor any transmission of property during life or at death without governmental sanction. At the basis of our, as of every civilization, lie the laws and the administration of the laws. Who then, shall make and administer the laws that shall regulate these vital matters? The answers to these questions determine the character of the government. In a democracy, and our government is becoming more and more democratic, laws and their administration are the embodiment of the people's will. He is blind, indeed, who does not recognize that the United States of

America is destined for weal or woe to become more and more a government by the people. In the United States, the people are more and more determined to be the government.

In a markedly commercial and industrial country like ours there are myriad points of contact between business interests and the interests of the people as represented by the government. There is constant opportunity and frequent need for governmental action. Shall the action be well considered, intelligent, sane? Shall it be not merely well-intentioned but actually adapted to promote the general welfare? Whether we like it or not the answer to these questions in the United States of America will in the end be given by the people. The intelligence and the character of the people are of vastly greater consequence in this country than in any other. How vital, therefore, is the training of the youth upon whom in later years will rest the responsibility for success or failure of the stupendous democratic experiment this country is making. And, if we were asked which is the best type of education yet discovered to fit our growing youth to meet this responsibility, should we not answer—it is precisely the kind of training given here at Phillips-Andover? I have not in mind at the moment the high standard of scholarship demanded and enforced but the training in character, the strong foundations of sturdy manhood that are laid here. The Phillips-Andover type of education calls into being and develops capacity for initiative, power of self-control, respect for the opinions of others, ability to work in concert with others, not because one is ordered or compelled to do so, but of one's own volition. These are essential elements of successful democracy and there can be no great democratic leader who does not conspicuously possess and display these qualities.

No day school, however successful otherwise, can compete with a school of the Phillips-Andover type in the respects of which I am speaking. These are the qualities that are best developed in a community life and it must be a democratic community, one that places a premium upon their display, not a sheltered or cloistered community under the eye of a master. This, however disguised, is paternalism not democracy, and at the age of about fourteen or fifteen the normal American boy begins to need more democracy and less paternalism. In this country, also, if it is to remain true that the hired man of today may be the employer of tomorrow, that the son of a day laborer may become a foremost captain of industry, a college president, a Justice of the Supreme Court, if this is to remain the country that affords full and fair opportunity to each individual for the highest development of which he is capable—it is of the first importance to sustain for our growing youth an institution like Phillips-Andover whose students are not confined to a restricted class selected from the well-to-do and the financially prosperous, but where boys associate upon equal terms with and learn to respect, honor and look up to other boys who have no plethoric paternal purse to draw upon, and the doings of whose families are not

noted in the society items of the newspapers; but the boys dwell in a community where rewards and social distinctions are won by individual merit.

For character building, for infusing the true spirit of Democracy, the environment and training of our American boys up to eighteen years of age are far more important than at any later period. Every experienced father knows this. Happy the father whose knowledge has not been too dearly bought.

For many years to come the United States will need schools of the Phillips-Andover type. How shall that need be supplied? Phillips-Andover has never received pecuniary support from the State. No money from the public treasury has aided her, no tax has ever been levied in her interest. Neither is Phillips-Andover a proprietary school. From 1778, when the brothers, Samuel and John Phillips, founded the school, and Eliphalet Pearson, the first principal, opened her doors to students, to the present day, there has never been any motive of pecuniary gain in her management. Neither the standard she has established, nor the discipline she has maintained, has been influenced by a desire for tuition money.

It is my belief that many of our discerning men of wealth will presently recognize that the establishing and strengthening of schools like Phillips-Andover is at once a patriotic duty and an opportunity to render a lasting and most beneficent service to future generations. Meantime, and without waiting for such recognition, a small committee of Phillips graduates have been circulating an appeal among the general body of their fellow alumni to come to the aid of the Academy, which is making a heroic struggle to preserve its ideals and maintain its standards in spite of income impaired through diminished interest upon its small capital and with a constantly increasing number of applicants to share in its benefits. The results are encouraging. Thus far, three hundred and twelve graduates have subscribed for the current expenses of the Academy, in amounts annually renewable at the pleasure of the subscribers, \$4,075.30 and have added \$88,477.50 to the permanent endowment. This is a good beginning. The loyal sons of Phillips number many times three hundred and twelve. May we not hope that an additional endowment of \$500,000 will be supplied and the annual subscriptions multiplied five fold? So may our Alma Mater be adequately equipped to meet her needs and responsibilities.

I appeal to this company of Phillips graduates to co-operate in this loving service to our Alma Mater. Let each in grateful recognition of what she has done for him, and the benefit she is conferring upon the present generation, contribute something, be it little, be it much, to enable her to continue and, if it may be, to increase her beneficent service to the growing youth of America. Sad, indeed, would be the omen if for lack of generous support such an institution as Phillips were compelled to alter its democratic character and depend upon the fees paid by its students. We must bestir ourselves, fellow Phillipians. No such fate must befall our Alma Mater, which fits boys not merely

to pass entrance examinations to colleges and scientific schools, but to become worthy citizens in a democracy.

President Deming continued:—

In the olden time, men believed that somewhere upon earth was a fountain whose wondrous waters gave again to him who drank of them the unspent strength and glorious ardor of youth. Men journeyed into far countries and strange climes and braved perilous adventures in quest of the fabled fountain. Here, upon this hill, for more than a century and a quarter, has been a veritable fountain of perennial youth, brimming over with splendid vigor and untarnished hopes. Each year it contributes generously from its quickening flood to the life currents of the nation.

The Principal of Phillips Academy is the guardian of this fountain. He, it is, to whom we look to keep its waters clean and pure, its sources free from all pollution.

I give you the health of Principal Alfred E. Stearns, the Keeper of the Fountain.

ADDRESS OF PRINCIPAL STEARNS

The head of an institution is expected on this anniversary occasion to review briefly the history of the year that is closing, to point out what progress has been made, and to outline briefly plans for the future. I have been asked by your president to confine my remarks today chiefly to the nature of the development which the trustees plan for the school when our new endowment shall have become an established fact. But before I do this I wish to say a few words relating to the year that is just closing, and to point out to you a few facts which have given us deep satisfaction and which mean much to the welfare and progress of Phillips Academy. The newspapers, especially the sensational ones, have kept you aware of late that the school is still in existence. But the newspapers which are always so ready to deal with and enlarge on the failings of institutions as well as of individuals, rarely have much to say of the virtues or successes of either. The year behind us has been on the whole a good one. In numbers we have had enrolled the second largest body of boys in the history of the Academy, the standard of scholarship has been raised, and "loafers" have found it harder than ever to retain their connection with the school: while the moral tone of the student body has been strong and dependable.

LEGACIES AND GIFTS FOR THE YEAR

Your president has told you of the splendid beginning that has been made towards securing ample funds to enable the school to do her best work and to relieve the strain borne during the past years by limited financial resources. Of that, more later: let me first make mention of some other material blessings that have come to us during the year. I shall speak of them briefly, though their value to us calls for far more than passing notice.

By the will of the late Robert C. Winthrop, of the class of '50, the trustees have received the sum of \$5000.00, the income of which is to be used for the strengthening and enlarging of the work of our Classical Department.

By the will of the late Helen G. Coburn of Andover,

for years a loyal and generous friend of the Academy, the sum of \$40,000.00 has been added to our endowment funds.

By the terms of the will of the late Robert Singleton Peabody, \$33,000.00 was last spring added to the endowment of the Archaeological Department, while many and valuable specimens have been donated to this rapidly growing department during the year.

One of the most interesting gifts of the year is that of Mrs. R. A. Carter of Andover, who contributes \$1500.00 to found a scholarship, the income from which shall be used to assist deserving boys of limited means who are seeking the advantages of Phillips Academy. Both as landlady and friend, Mrs. Carter has for many years displayed a keen interest in the students, especially in those who were obliged to work their way through the school, and of this interest the new scholarship which she has founded will always bear striking testimony.

One of the most necessary and influential factors connected with the present alumni movement to re-endow the Academy, has been the new and revised address list, recently published, and containing about seven thousand names of old Phillips boys. When the work on this list was started scarcely three thousand addresses were known to the school authorities. A year's time and no small expense have been incurred in this work. The entire expense of this undertaking has been generously borne by Mr. Oliver G. Jennings of the class of '83.

The Washington Alumni Association, one of the most active, if not the largest of our alumni organizations, has established a new prize of \$25.00, to be known as the Washington prize, and to be awarded yearly to that member of the school who resides within the District of Columbia and who in the judgment of the faculty has made the best general progress during the year. A loyal member of this same association, Mr. George X. McLanahan of the class of '92, has also established prizes to stimulate more literary activity among the students and to be awarded to those who contribute the best original work to the "Mirror", our literary magazine.

In addition to the above legacies and gifts several friends of the school have placed in the hands of the Principal, to be used at his discretion, sums varying in amount from \$10.00 to \$200.00 each. These have been used in the main to aid deserving students, and in part to add needed articles to the equipment of the Academy.

For years one of the most crying needs of the institution has been an infirmary, suitably equipped to care for the numerous cases of illness, contagious and otherwise, that are bound to occur among the student body. This need will not much longer exist, and I take the deepest pleasure and satisfaction in being able to tell you that a well equipped infirmary is practically assured for the near future. I am not authorized to say at this time to whom we are to be indebted for this most valuable addition to our equipment.

Following a plan similar to that adopted several years ago by the Athletic Association, whereby the debt on the new athletic field is being steadily reduced, the man-

agers and editors of the school publications have adopted a plan whereby a generous share of their profits will be turned over to the school authorities for the benefit of our library. This generous action commends itself heartily to all, and is a strong argument for the active support of the school publications by alumni as well as undergraduates.

ADDED DORMITORY ACCOMMODATIONS

The plan of the trustees to gather all of the students eventually into their own buildings and under the direct supervision of school instructors will be further carried out this coming year. To the so-called Faculty Houses, the old Gulliver house, recently occupied by Mrs. Pease, will be added: while one of the large Seminary dormitories, Bartlet Hall, is to be rented by the trustees for the use of the Academy students. This building, already steam heated, will be provided with all modern conveniences and will furnish attractive accommodations for nearly fifty boys.

CHANGES IN THE FACULTY

And now a word as to changes on our faculty. These will not be many, but they are important. Mr. Stone, after many years of loyal service, has been granted a year abroad and will pass the time in further study in France. His place will be filled by Mr. Chas. A. Parmelee, who has taught successfully for several years in Kenyon Academy at Gambier, Ohio. Another appointment on our teaching force, and one that will be heartily welcomed by Andover men everywhere, is that of Mr. Cecil K. Bancroft of the class of '87. Mr. Bancroft has taught successfully in private schools and for the past few years at Yale College, where, as chairman of the Freshman faculty, he has come into the closest contact with the students of that institution, and has proved himself a strong and tactful disciplinarian and a loyal and sympathetic friend. The son of the late beloved principal of the Academy, Mr. Bancroft will enter upon his duties at Andover with a thorough familiarity with the traditions and ideals of the school and a deep rooted interest in its welfare. Mr. Newton, who for the past three years and at great personal sacrifice has loyally and splendidly filled the position of Registrar, will, in conformity to his own wish, relinquish most of the duties of his office to Mr. Bancroft, and will give his entire time to the work of the mathematical department. It would be hard to estimate at its true value the loyal service that Mr. Newton as Registrar has rendered the school. A tireless worker, loyal to the best interests of the Academy, fearless and just in his dealings with the boys, he has given time and labor without stint to the manifold duties of his office, and has been a source of untold strength in the administration of the school.

GREATEST NEEDS OF THE FUTURE

And now as to the future. What are our needs? In what way do we propose to use the new funds that are coming to us in order that the usefulness of Phillips Academy may be increased, its efficiency strengthened, and its influence more widely and more tellingly felt?

The value of no institution can be suitably measured by its material equipment only. Buildings are of course essential to the life of any institution worthy the name, but their real value must be estimated purely from the contribution they render to the general efficiency of the school or college in training the intellect and shaping the character of its students. For many years Phillips Academy had almost nothing in the way of buildings, the historic Commons and a single recitation hall comprising its entire equipment in this line. But as the school grew and as the demands made upon it by the public and the higher institutions increased, this equipment had to be enlarged. More recitation rooms and laboratories were built. Dormitories, too, were added, though in the main these served only to replace the old Commons, which were fast becoming uninhabitable. Realizing that the best development of mind and of character could be accomplished only by furnishing the students with ample facilities for exercise for the development of the body as well, friends of the school have made possible the erection of a substantial gymnasium and the laying out of well-equipped fields for all outdoor athletic sports. The steady growth of the school, too, has brought before the minds of its administrators the necessity of more satisfactory provisions for furnishing board to the students than the old system, which for so many years has been in vogue. In response to this demand the Dining Hall has been opened, where from a third to one half of the boys now take their meals. The further importance of providing a satisfactory place where boys who have succumbed to illnesses of various kinds can be properly cared for has made itself increasingly felt as the years have gone on, and the call for a school Infirmary has hence been growing louder year by year. I have already referred to the fact that this Infirmary is now practically assured to us in the near future.

All of these changes and improvements to which I have referred have come about as a result of imperative need. Many of them, alas, have come only after this need had stared in the face for many years the administrators and most intimate friends of the school, whose calls for assistance were neither heard nor heeded by the outside public. It is not easy for those who are not thoroughly familiar with the inside life of any institution to appreciate its most crying needs until these have been again and again brought to their attention, and until they have borne down with crushing weight on those who have been called upon to understand them most intimately.

The situation today bears many striking resemblances to that of the years which have passed. To the casual observer the Academy would seem to be well equipped. To those of us who are engaged in its work, and who are constantly called upon to solve perplexing problems,—all the more perplexing because of the limited resources with which our work has to be done,—the needs of today are all too apparent; but it is a cause of rejoicing for us all that more than ever before the alumni and

friends of the school have been placed in possession of the real situation, and, realizing that the school requires their help, have come forward most splendidly to supply the want, and to furnish the resources which she needs. You will naturally ask what these needs are, and what is the use to which the new and increased resources of the school are to be put by those in charge of the administration of its affairs. It would be practically impossible to specify in detail the many opportunities which are given to an institution of this kind to increase its usefulness by the expenditure of sums of money, large and small. I shall not attempt to do this, but shall merely call your attention to what I consider the two most crying needs of Phillips Academy today. I shall point out to you the two directions in which our efforts will be bent to strengthen the school in its work, and to increase its efficiency. Briefly, these may be said to be the increase of dormitories and the enlarging and strengthening of the teaching force.

NEED OF MORE DORMITORIES

The value of dormitories may not seem apparent to the average outsider. To those of us concerned with the administration of the school this value becomes more apparent every year. The responsibility of an institution of this kind towards the students cannot be limited to the class-room. Its best and highest influences must be brought to bear upon its students in all phases of their life. The old system of private boarding-houses has been found cumbersome, unreliable, and as a system wholly unsatisfactory. Uniformity of administration under this system is impossible. While many veterans in this service have rendered splendid and loyal service to the school, it has seemed impossible to inspire in others a clear appreciation of their responsibilities and obligations, and this lack of uniformity has been most unfortunate to both. A few years ago it was commonly said by those in charge of the private houses that a satisfactory enforcement of the school regulations was an impossibility so long as the school dormitories failed to do their part. Today the conditions are reversed, and with rare exceptions the best results in scholarship, in moral development, and in obedience are found in the school buildings.

I cannot refrain from referring at this point to an incident still fresh in our minds, which bears striking testimony to the truth of my argument. In a recent disturbance involving the discipline of twenty boys, scattered at random through the school, nineteen resided in private houses, and only one in a school building; and this in spite of the fact that more than one-half of the students in the school now room in school buildings.

Many an old Andover boy today, as I have again and again discovered, hesitates to send his younger brother or his son to Phillips Academy unless he can be assured that he will be located in a school building and under the charge of some member of the school faculty. This is a situation which should not be allowed to continue, and it is the earnest hope of trustees and faculty alike that at an early date sufficient funds will be provided to

enable us to provide under our own roof accommodations for every student who enters Phillips' Academy, and a supervision which shall prove itself fair, impartial, uniform, and in every way most calculated to accomplish the best results in the lines of scholarship, moral tone, respect for law, and in laying the foundations of character.

The increase of dormitories will bring with it the necessity of an increase in the number of our teaching force. Proctors must be provided for new buildings. In many cases, of necessity, these proctors must be younger, single men, and it will not be possible or wise to allow them to supplant the older and respected members of the teaching force, who by years of service have proved their unquestioned worth to the school, and who happen to have taken to themselves wives and help-mates. But this leads me more properly to the second, and to what I consider the more important, need of the school today.

IMPORTANCE OF A STRONG FACULTY

The strength of any institution must lie primarily in its faculty. Nowhere is this more true than in the secondary school, where the personality of those composing the teaching force counts for far more than it does even in the higher institutions. Phillips Academy early attained its fame through the personality of its teachers. It certainly would not be claimed that its distinction throughout the land and the world resulted from its buildings, which for years included a recitation hall and the old Latin and English Commons. It was the personality of the great teacher, Arnold, which made Rugby famous. Dr. Taylor's reputation as a teacher spread from end to end of this land, and Phillips Academy acquired a new prestige therefrom. Nearly all of you are familiar with President Garfield's definition of Williams College, representing the famous Mark Hopkins on one end of a log and his pupil on the other. Regardless of buildings or other material equipment, the school must primarily look to its teachers for its strength. These men I have mentioned were primarily teachers, intellectual and moral giants, and men inspired by the spirit of service, which alone made possible the results they secured.

Phillips Academy today possesses in my judgment a faculty far superior to that of most other secondary schools, the equal of that of any. I do not wish to seem to ignore this fact, and my experience with the teaching forces of similar institutions convinces me that this judgment is correct. But Phillips Academy we believe to be so far superior to other schools in its opportunities and ideals that we cannot be satisfied until we have made its teaching force equal in numbers and in quality to the great opportunities which are here offered. It is a crying shame that men should labor with unselfish devotion and high fidelity for years in the interest of the school and receive therefor a financial recompense far less than they deserve, and far below that which they could easily secure in other less commendable pursuits. Loyalty and unselfish devotion to the interests of the

institution have kept many a good teacher at his post in Phillips Academy, but it is high time that men of this type should be recognized and their services properly rewarded.

But there is another important feature which must not be overlooked. Opportunities must be held out here to the best men that can possibly be secured. Phillips Academy can afford to be outbid in its search for teachers by no other institution, whether school or college. It should be able to offer to the most promising men positions which the best will be glad to accept. It has not been able to do this in the past. And I would go further, and say that it should be able to offer attractive positions in competition with those offered by other professions and the business world, so that the most promising men who may be hesitating upon the choice of a calling will not be ready to discard that of a teacher because of the meager returns which have always characterized that profession.

PERSONALITY OF THE TEACHER

I feel that I cannot impress too strongly upon you the opportunity offered in the work of a school of this kind. I doubt if there is any other quite equal to it. Our country today faces tremendous and perplexing problems, problems which will never be satisfactorily solved save by intellectual and morally earnest men. Material standards are altogether too prevalent, and material interests far too pressing. On every hand the cry is for character, and character only can further the best interests of this republic and stem the tides which threaten to engulf it.

Nowhere more than in the secondary school is the opportunity presented for the shaping and the directing of character. It is a sad but true fact that the average American home is today neglecting this part of its duty. The work of the colleges is drifting more and more into university lines, with less and less attention to the personality of the individual. The Church complains that it has not the hold on its young men that it formerly had. All these tendencies serve to throw larger opportunities and larger responsibilities on the secondary school. Here, if anywhere, is need of men, not merely of keen intellect and high scholarship, but men of character, of strength, and lofty moral purpose and inspiring personality; men who are big enough to realize that their influence and work cannot be confined to or measured by class-room standards alone, but who will see and gladly accept the opportunities which lie all about them for influencing for good the lives of those who compose the school community. The peculiar conditions which exist here, and the very nature of the school itself, make it more important than ever that the teaching force should be composed of men of this stamp. Unlike many schools, Phillips Academy does not depend upon machinery to turn out its finished product. So far as possible it throws responsibility on the individual, and sets before him, high standards and ideals, to the attainment of which he is encouraged to direct his best efforts. That this system, which we firmly believe to be the best and

to develop the strongest men, may accomplish its best results, the influence of strong and inspiring personalities must dominate and pervade every phase of the school life.

A LARGER FACULTY

Again, the increasing demands of the colleges and universities make necessary an increasing number of divisions and a corresponding increase in the number of instructors. Since my own time in the Academy — not more than sixteen years ago — the teaching force has more than doubled, while the student body has increased by less than twenty-five per cent., and today our instructors in many instances are badly overcrowded with work. I have intimated, too, that the realization of the plan to extend our dormitory system to include all of our students carries with it of necessity an increase in the number of our teaching force. To supervise in a satisfactory way these buildings will require a larger number of younger men, who are young enough and willing to stand the strain and labor demanded of proctors. We can hardly expect service of this kind of our older men, particularly of those whose family interests and domestic ties are entitled to a due share of time and consideration. Nor can we for a moment think of losing such men from our force. If anything, there should be a larger proportion of them, for every faculty needs the strength and the dignity and the stability which men of this character contribute to it.

I think I have said enough to show you clearly how pressing is the need of larger resources that Phillips Academy may expand along the lines which shall most increase its efficiency and enlarge the service which it should render to the country and to the world. It would be hard to set a limit on the money which could profitably be spent along these lines. The opportunities for such a development as this are practically unlimited, and the friends and alumni of the school may rest assured that any contributions which they have made, or may make in the future, will be judiciously and thoughtfully employed along such lines as I have indicated, with a view to strengthening the character of the students who go out from this institution, and fitting them to render to their country and the world the most efficient service, and to become leaders in every just and noble cause which calls for men of solidity, self-reliance, and Christian manliness.

President Deming:—

Our next speaker will talk of "The Old and The New Andover". I shall not try to anticipate him though I know no one who would be less embarrassed by such an attempt. But I am reminded by the topic that perhaps the Andover of my time may seem old to some of you: yet the vivid pictures of it that come to me as I speak portray only scenes of youthful freshness and strength. The fact is, Andover is always young. There is no difference in vigor and vitality between the new and the old Phillips to the disadvantage of the earlier time.

The Phillips of the class of '59 was a great Phillips. It was never greater except when the class of '65 was here. This I can vouch for from personal observation. I deem it my duty to make this precautionary statement in presenting you the Rev. Dr. Leander T. Chamberlain, Phillips, '59.

ADDRESS OF DR. CHAMBERLAIN

This has been to me an hour of exultant satisfaction. As I have listened to the President's statement concerning the new "Alumni Movement" which, I may say, owes much to his strong initiative and steadfast support; as I have followed the demonstration of the distinctive and permanent value of the endowed academy; and as our Academy's Principal — one of the noblest of the long, illustrious line — has spoken of the results which will come from a liberal re-enforcement of the Academy's financial resources; I have felt a thrill of joy, as of those who have waited for the morning and seen it approach in crescent beauty, or of those who climbing patiently upward have reached a height, above which are still grander heights, but from which already is a view whose breadth is enchanting and whose varied splendor is reward and inspiration both.

Mr. President, as I think of the "Old Phillips" and the "New Phillips"; I discern them not as eras disconnected, or epochs related only by succession, but rather as steps in an ordered progress, stages in a rightful, normal evolution. Doubtless one true analogue of this venerable Academy is the tree, deep-rooted and ever deepening, wide expanded and ever expanding, lofty and ever loftier, always with bloom and fruitage excellent, yet as time passes the blossoms more manifold and fragrant, and the fruitage more surpassingly fair and abundant. Or, to change the figure, this Academy is like an ancestral palace, with site superb, beginnings honorable, original foundations well laid, its primal structure reared by master builders; and then that first plan and realization amplified and beautified — here an added wing, a supplementary tower, and there another memorial window, or banquet hall, or gallery of art, with story rising on story for room and range and due proportion. In this institution the old was sound, select, imperishable. Therefore the new takes up the old and exalts it into fresh charm and strength.

I delight to recall the first appearance of this Academy in the circle of our institutions of sound learning and right living; — the veritable idealism, the actual romance with which our venerated founders wrought; the self-denial, the magnanimity, the dauntless confidence, which were present in their words and works alike. In truth, it is well for us always to view the past with intelligent, discriminating reverence. *Finis origine pendet.* History tells us that even the Greek of Periclean days prized the immemorial traditions which had been handed down by singer and seer. It is on record that even the Roman of great Augustus' reign sometimes paused in his march of conquest, to think fondly of the wicker hut of Romulus and the thatched roof of the early capitol.

In our Phillips Academy the ancient and modern blend as twilight deepens into dawn and dawn into full-orbed day.

And I am sure that we who are of times preceding the present, need not be ashamed to own that we were inclined to suppose that our sojourn here was in the high noon of privilege, at the meridian of achievement, the zenith of the Academy's fame. It would have been difficult, in my day, to convince me that Dr. Taylor, *clarum et venerabile nomen*, was to be succeeded by a Bancroft who should inaugurate a still finer ideal of culture and conduct; and by a Stearns personating and promoting a model of education whose symmetrical inclusion of both body and mind, of both knowledge and wisdom, of both scholarship and character, yields practical results surpassing whatever has gone before. You know that to the sentinel

"That hour is great when he mounts guard."

Pardon me, Mr. President, if here I make an acknowledgment personal and thankful, and pay a tribute personal and sincere. My entrance into this Academy was, in its sphere, the event of my life. Amid Massachusetts' rugged, rocky hills; in a lowly frugality which was not far removed from poverty, I had dreamed the enrapturing dream and cherished the resplendent vision. And the fact that Phillips Academy, Andover, existed; the tidings of her gracious spirit; the knowledge that she welcomed the studious, despite their lack of material possessions and social distinctions; the assurance that through her initiatory portals one might reach the service and honor to which he was entitled; that sufficed to steady the pulse and confirm the resolve. From this Academy, afar, came an inspiration which made it appear that penury was no fatal barrier, and long waiting no decisive hindrance. Moreover, I speak advisedly when I say that in this Academy my highest expectation was more than fulfilled. As a boy, I found myself among boyish, yet earnest, honest comrades. There was the ennobling guidance of learned, manly teachers, with Dr. Taylor, *facile princeps*, or, to use the word of Homer concerning Agamemnon, *βασιλεύς*, at their head. There was a cherished standard of attainment which discouraged dawdling and put idleness out of the question. There was an accepted ideal of life in which unselfish service of others outranked all selfish fame. To the training offered here I gave myself in willing devotion. No wonder! The realms of classical antiquity—"The beauty that was Greece, the grandeur that was Rome"—were here opened to me. Here, for the first time, I entered the confines of that ancient world where moved the poets, patriots, philosophers, statesmen, lawgivers, warriors, kings, whose times were those of my Old Testament heroes, and whose successors were contemporary with the Apostles and the early Christian Church. Of course, it was with me, as with my fellow-pupils, the day of very small beginnings. Yet I declare, without reserve, that for all I am and have done or can do, I owe more to Phillips Academy than to any other educational factor or force.

I have heard that the classical training of Dr. Taylor's day, savored strongly of the text-book; that it exalted the recitation exercise; and made much of an alert, accurate memory. The statement is correct. Possibly there was a disproportionate devotion to those methods. Yet there was a resultant force and felicity which it is hardly worth while, even now, to depreciate. Why not, I ask, let the text-book be the centre of attention, so long as it is in evidence at all? If recitations from text-book and grammar are parrot repetitions servile and senseless, then perish such recitations. But if, as assuredly was the case when I was here, the recitation based on text-book and grammar, includes the student's own search into the reason of the rule and into the genius of both the truth expressed and the expression of the truth; if, in short, in the class-room the student finds himself compelled to gird up his loins and quit himself with fortitude and skill; then we may safely own that there is some merit in that sort of educational training. To gain such power of application; to be disciplined in such exact adequacy of statement; to acquire such facility in the right use of books; to be brought into such modest, intelligent self-possession; is a boon for which, I think, a man may well be thankful to his dying day.

Permit me a further word, and with special reference to the character, the ethical and spiritual development, which the education of the former days fairly produced. You know that many an exquisite flower is born on close-fibred stalk and firm-knit branch. It was written of old that "Out of the eater came forth food, and out of the strong came forth sweetness". Accordingly, that old-time method which encouraged self-reliant effort, and demanded genuine achievement; which honored search for truth, and condemned pretence; did actually produce a type of character in which moral strength was united with wholesome cheer. The academy boy of my time, if he at all welcomed the influences that surrounded him, was manly and pure. His sobriety was the fine seriousness of the diligent. He was proud with the pride which scorns a lie. At least he knew, and was willing to know, that "The fear of the Lord is wisdom, and to depart from evil is understanding". Nor, as I have intimated, was there lack of joy. In those days also, as I can bear witness, sweet manna fell; pillars of cloud and of fire gave glorious guidance toward the promised land; faithful explorers brought back grapes of Eschol with pomegranates and figs; the oracles spoke radiant wisdom.

Be assured, good friends, that if education be, with Carlyle, "capabilities developed, right habits established, dispositions well dealt with, tendencies confirmed and tendencies repressed,—a cosmic order—beneath an earth and waters and what lies under them, and then your eternal azure sky and immeasurable depths of ether overhead"; if, with Gladstone, "that is the sound education whose first object is to train the mind, and the second to stock it": if, in the words of one of our founders, the purpose of education is to "teach youth the great end and business of living itself"; if, as Milton declares, the result sought is the fitting of a man "to perform justly,

skillfully and magnanimously, all the offices both private and public, of peace and war"; if, as a modern writer asserts, the five evidences of education are "correctness and precision in the use of the mother tongue, refined and gentle manners, the power and habit of reflection, the power of growth, and efficiency or the power to do"; in that case, be assured that the Phillips Academy of former days gave an education which included at least the essentials of a virile, worthy culture.

None the less, rather all the more, I rejoice in the later advance,—the freer, more genial, more liberal spirit; the giving to the pupil of a more familiar, manifestly friendly guidance; the more open and honoring trust in his integrity and self-control; his larger admission into association with the "authorities" in the government of the school; the keeping him more closely *en rapport* with the fortunes of his own country and the great events of the world at large; the upholding of the old-time standard of scholarship, along with a comparatively versatile, many-sided development; the recognizing of athletics as capable of subserving the highest personal development; the splendid ennobling of the Scientific Department into both thoroughness and breadth; the exalting of the sciences and modern languages as worthy associates of the immortal classics;—these are things which kindle my admiration and inspire my giving of thanks. Nor are the material evidences of growth either obscure or far to seek. In contrast with the real "Old Phillips", there is the re-roofed Academy building; the old "Brick Academy" transformed into a needed and model refectory; the new and grand "Borden Gymnasium"; the "Brothers Field"; the Treasurer's office; the "Phillips Chapel"; manifold dormitory cottages; the "Science Building"; the "Archaeological Building" with both its antique treasures and its facilities for fostering the students' social relations with each other: and all these material trophies reveal to the beholder the vast progress which the previous fifty years have brought. I know not how even the most venerable alumnus can fail to be thankful that he has seen this day. You recall that when the old men who remembered the temple which Solomon had built, saw the foundation of the post-exilic temple, they wept aloud while others shouted for joy. With us, the rejoicing is from all hearts and all lips, for the glory of the later structure manifestly surpasses the glory of the first.

Here, then, we stand at the opening of a new era. A century and a quarter of fine achievement brings us its compelling inspirations. The heroic men who here have labored, and who in their well-earned rest are now followed by their works, bid us advance. The historic past points us to its imperishable foundations, and incites us by its ample trophies. The present takes up the message of cheer. It eagerly proffers us its resources of strength. It bids us believe that the evolution which has borne this Academy to the existing results, includes in its ultimate sweep a consummation, in comparison with which what we now see and enjoy will appear but prophecy and prelude. The future beckons us on. This our country is

the arena in which must be solved problems which are of moment not only to ourselves but also to the world. So God has planned. Yet in this constitutional democracy where thought is free, and the individual is responsible; where citizenship has ampler meaning than elsewhere under the sun, and the citizen has corresponding need to be sane and wise; in this constitutional democracy, with its church without a hierarch and its state without a king, the supreme hope is in the country's ingenuous youth. Let our youth be trained in modest, courageous self-reliance; in disciplined self-control; in intelligent patriotism; in ethical, religious integrity; in the pure love of learning and the unselfish practice of virtue; and both local and national perils will be lessened or removed.

I grant that, were I speaking today to a college audience, I should speak in similar terms. Yet my intensest wish is that before the boy or girl reaches college,—in the common school, the grammar school, the high school, the proprietary school, the endowed academy—there may be the inculcation of right principles and the practice of appropriate conduct. Thence will come our best guaranty that sound learning will continue to be honored, and duty toward God and man be faithfully performed.

What opulent motive, accordingly, for advancing the already inaugurated "Alumni Movement"! What wonder that four-fifths of my own class, graduated almost half a century ago under Dr. Taylor, have made grateful contribution to the "Alumni Fund"! With a Board of Trustees devotedly interested in the issue; with a Faculty ready to give their utmost assistance; with a Principal whose very life of life is in the Academy's progress; and with a vast body of graduates whose co-operation only awaits a realizing sense of existing conditions; we certainly have good reason for resolute, untiring, enthusiastic action in furtherance of the plan which already has borne such rewarding results. Not for a moment will the effort to increase the Academy's permanent endowment be relaxed. Yet utmost success in that direction will not remove the incentive to annual gifts from the living thousands who have been students here. By moderate bestowals on the part of the many, bestowals always optional, and easily within the donor's ability at the time, may be gathered a fund which shall be of decisive aid in providing more and better-paid teachers; more class rooms for classes multiplied in number and lessened in size; more cottage dormitories, so that all the resident students may be under the Academy's kind and competent supervision; and, withal, ampler appliances for the illustrative teaching of sciences and classics alike: a fund whose origin in the discerning affection of the givers, will not only hearten the Academy's whole administration, but will also strengthen in the pupils themselves a similar devotion to their first *Alma Mater*. The plan is eminently feasible. Carried to its deserved success, it will stand as the most important, the most beneficent movement ever made by this Academy's loyal sons.

EDITORIAL

THE PHILLIPS BULLETIN

THE PHILLIPS BULLETIN, which now appears for the first time, represents an enlarged and we believe an effective development of the *Alumni Phillipian*, which for the past three years has been published by the school for the purpose of binding the Academy and its alumni more closely together. Hereafter the BULLETIN will appear three times at least each year at the close of each term. The object of the paper will be to give to Andover alumni everywhere a concise and interesting account of the school's activities and progress, and news of its former students. The increasing interest displayed by Andover alumni in the Academy's welfare makes such a paper more than ever necessary. We believe that the paper will be appreciated; and in order that it may attain the largest usefulness possible, contributions and suggestions will be most gladly received.

THE ALUMNI FUND

It will doubtless be of interest to the Alumni and friends of the school to learn more about the progress that has been made by those who have charge of the new Alumni Fund, spoken of by President Deming and Principal Stearns in their addresses at the Alumni Dinner. For about two years the trustees and interested alumni have been preparing the way for the successful undertaking of this project. First of all, it was felt that the Alumni everywhere should be brought into closer touch with the school as it is today, and should be made to realize its growth and development, with the ever increasing demands made upon its too limited resources. To accomplish this, new Alumni associations have been formed; the membership of those already in existence has been very much enlarged; and the present conditions of the school have been fully and clearly set forth in the special edition of the *Phillipian*, which, for the past three years, has been mailed to every alumnus whose address has been known, a work which THE PHILLIPS BULLETIN aims to continue. All this has resulted in an increasing spirit of interest and loyalty among old Andover men everywhere, a spirit which has manifested itself in many and striking ways.

A special committee of alumni, appointed by the Board of Trustees, met with Principal Stearns in New York City for the purpose of forming definite plans of work. It was decided to adopt, practically without alteration, the plan followed so successfully for a number of years at Yale. This plan involves

the appointment of special class agents whose duty it is to solicit yearly from their classmates contributions to the fund. Remittances are made by these secretaries to the secretary of the general committee, Mr. George B. Case, P. A. '90, 31 Nassau Street, New York City, by whom they are in turn forwarded to the Treasurer of the Academy.

As a first step in the undertaking, a circular letter, signed by many prominent alumni, was drawn up and sent to all the alumni whose addresses were known. This letter was mailed to the alumni in February, and the response has been most generous and gratifying. In spite of the fact that no general effort has as yet been made by the individual class secretaries to secure contributions, the amount contributed to date is a little less than five thousand dollars. Individual contributions have varied from one dollar to five hundred dollars, and the number of contributors is far larger than had been anticipated. When it is considered that this amount represents the income on approximately one hundred and twenty-five thousand dollars, it will be appreciated how valuable to the school the project is proving.

The new fund itself is for the purposes of current income, to be used at the discretion of the trustees. While no special uses are indicated for it, by general consent it will be employed primarily for the strengthening of the teaching force of the Academy. It is the aim of the trustees and alumni alike to place the school on a financial basis which will enable it to compete successfully with wealthy schools, and with colleges too, if need be, in securing the strongest teachers available, and to retain those who have proved their efficiency and value to the Academy.

Besides this fund for current income, a larger fund for permanent endowment is being raised. Here the mark aimed at is \$300,000, of which over \$80,000 has already been given. Heartiest thanks are due not only to those who have contributed to these funds, but to those who by their loyal and unselfish efforts have made possible the successful carrying out of this interesting and valuable project.

A FOUNDERS DAY

Phillips Academy has long felt the need of a day that shall give an opportunity for a larger and deeper expression of the love of its alumni. At the commencement season when the old ties recall men for a day or two to the scenes of their education, the college, naturally enough, has the stronger claim, and the old Academy is likely to be neglected. By this coincidence of the commencements,

many Phillips alumni are kept from intimate knowledge of the progress, of the changed physical features beneath which the same spirit lives, of the growing needs of the school. The strong movement in the formation and enlargement of the various alumni organizations has revealed a depth of latent interest. But love, we are told, "inheres in sensible objects". The Principal visiting the banqueting rooms of the alumni associations in New York, Washington, Pittsburgh, Chicago, is undoubtedly one of these objects; but a larger, grander, "sensible object" is the Academy itself here on the hill, of which he speaks. A day spent here will mean more than many Andover banquets or Andover smokers. Hence the suggestion — at some convenient date in the spring, a Founders Day.

Such a festival as Founders Day could perform a double service. It could be not only a rallying centre of interest for the alumni, but a tremendous stimulus to the present school. A very real part of the influence of an old school on its boys lies in its honorable history; and a Founders Day, with appropriate exercises, making more concrete our history and inspiring traditions, could not fail to have a powerful effect on the life of the school each year.

It is the hope of the authorities that such an anniversary may soon become a characteristic institution at Andover; and the question is being carefully considered whether the plan may not be carried out next Spring. If not next Spring, surely by a year from that time Founders Day should be inaugurated.

CHANGES ON THE CAMPUS

The improvements to be made on the campus during the summer have already been begun. Beginning at the Principal's residence on Chapel Avenue, shrubs have been planted to Main Street and along Main Street toward Wheeler Street. This shrubbery greatly improves the corner lot on which the old Stone Academy used to stand. A number of new asphalt walks will make another great improvement.

The greatest change will be the disappearance of English Commons. After seventy years of use these buildings have been sold and are to be moved. In their stead, the Brick House, once known as the Printing House, next to the site of the old Mansion House, along with the present Clement House and Draper Cottage, is to be used for a dormitory for boys of limited means.

Bartlet Hall has been rented from the Theological

Seminary by the Academy, and during the summer is to be fitted up with shower baths, steam heat, and other conveniences, and then used as an Academy dormitory. It will accommodate fifty students in single and double suites.

LATIN ESSENTIAL FOR SCIENTIFIC COURSE

The scientific course of the Academy has long included three years of Latin, but substitution of other studies has been allowed in special cases. Hereafter, by a recent vote of the faculty, no students in the Scientific Department will be eligible for the school diploma who have not completed at least two full years' work in Latin. Moreover, in the two lower classes, no students, except foreigners, will be allowed to omit Latin; and those entering the middle or senior class may omit it only on the written request of parents or guardians and by special faculty vote. This action emphasizes the conviction of the faculty that Latin affords a most important training for those preparing for work in the scientific schools.

SCHOOL NEWS

ANDOVER SONG

A new Andover song, "Old P. A.", has been written, words and music, by Richmond K. Fletcher, P. S. '04, Harvard '08, author of the song "Soldier's Field", which was the most popular one of the last season at Harvard. The words are as follows:—

"OLD P. A."

We're here with the team once again, boys —
 Five hundred strong,
 To cheer them on.
 So hand out Old Andover's name, boys —
 Across the field,
 And never yield!
 There's no hope today for poor Ex'ter,
 For they are true —
 Those boys in blue.
 Oh! Andover'll land,— she's got the sand.
 Give a cheer for old P. A.

CHORUS.

Fighting for Old P. A., boys!
 Fighting with heart and soul.
 Tearing our way on to vict'ry —
 Nearing the crimson goal.
 See how Old Ex'ter trembles —
 Andover wins today!
 Stand by the Blue!
 We're always true
 To you and Old P. A.!

MEMORIAL TO DR. TAYLOR

A bronze memorial tablet to Dr. Samuel H. Taylor, Principal of Phillips Academy from 1837 to 1871, has been fittingly placed in the main hallway of the Academy Building. The memorial, which is of simple design and

of beautiful workmanship, was suggested by George T. Eaton, '73, of the Academy faculty; and was erected from the income of the James S. Eaton fund, a fund to be expended for decorative or memorial purposes. Many old graduates of the school will rejoice that this appropriate and impressive tablet has been erected.

TEXT-BOOK BY PROFESSOR BENNER

Benner and Smyth's Beginner's Greek Book, by Professor Benner of the Greek Department of Phillips Academy and Professor Smyth, Eliot Professor of Greek Literature in Harvard University, will be published during the summer by the American Book Company.

ACADEMY PREACHERS, 1905-1906

In addition to the regular pastors, who are the professors of the Andover Theological Seminary, other ministers are secured from time to time to fill the Chapel pulpit. The names of those serving during the year 1905-1906 were as follows:—

President W. H. P. Faunce, LL.D., of Brown University, Providence, R. I.

Robert E. Speer, A.M., New York, N. Y.

President Charles Cuthbert Hall, D.D., of Union Theological Seminary, New York, N. Y.

President George Harris, LL.D., of Amherst College, Amherst.

Rev. William G. Puffe-foot, South Framingham.

Rev. James Hardy Ropes, D.D., of Harvard University, Cambridge.

Rev. E. Victor Bigelow, Lowell.

Rev. F. Boyd Edwards, Brooklyn, N. Y.

Rev. Alexander McKenzie, D.D., Cambridge.

Rev. F. E. Emrich, D.D., Boston.

Rev. DeWitt S. Clark, D.D., Salem.

Rev. Doremus Scudder, D.D., Honolulu, H. I.

Rev. Cyrus P. Osborne, Boston.

Rev. George E. Martin, D.D., Lowell.

Rev. Harry P. Dewey, D.D., Brooklyn, N. Y.

RELIGIOUS

After many years the Society of Inquiry has at last adopted a new constitution, which affiliates it with the Young Men's Christian Association, though it keeps its original name. In its work the Society has always aimed to do for students at Andover what Christian Associations do for students at other schools, but has not heretofore been ready to adopt an amalgamating constitution. Now that it is a part of the Young Men's Christian Association movement, it will be visited by representatives of the movement and otherwise helped in its work.

Illustrative of the similarity between the work of the Society and that of the Y. M. C. A. are the reports of successful Bible classes and prayer meetings held informally in students' rooms throughout the school year. The Society, assisted by the whole student body, also sent two delegates to the convention of the Student Volunteer Movement at Nashville, Tenn. The delegation

to the Northfield Conference was not so conspicuously large as last year, because a number of the boys went to the Yale Conference at Lakeville, Conn.

PHYSICAL DEPARTMENT

SCHEDULE OF ACTIVITIES DURING THE YEAR

School Teams (Comprising about 45 men)	Class Teams (Comprising about 105 men)	The balance of the Student Body (Comprising about 300 men organized for outdoor and indoor work in season)
Fall Term	Fall Term	Fall Term
Football Track Tennis Golf Gun Club	Football Relay teams	Football Track classes Cross-country running Tennis Golf Gymnasium class
Winter Term	Winter Term	Winter Term
Basketball Hockey Baseball and track training Gymnastic team	Basketball Athletic contests Gymnastic teams	Basketball Gymnasium classes Boxing Fencing Wrestling Indoor baseball Novice contests Handicap contests
Spring Term	Spring Term	Spring Term
Baseball Track Tennis Golf	Baseball	Baseball Track Tennis Golf

A glance at the above schedule of the work directed by the Physical Department, with the number of men participating in each group, clearly indicates that the old criticism, that all the money, time, and glory are given to the favored few and that the mass of the student body are allowed to shift for themselves, can no more be applied to Phillips Academy. It has been customary for the ordinary fellow to sit on the bleachers and watch the school team do the work, thus getting his exercise only by proxy. The faculty, recognizing the situation, now requires that all members of the school shall either go out for some regular, organized team or elect one of the exercises in the third column of the schedule given above.

Under this radical scheme it has been the policy to allow a great degree of freedom in the selection of the kind of work in which a student wishes to participate, and, also, after the classes and teams are once formed, to allow the students themselves to organize and manage them.

In the contests with Exeter the school has had another remarkable year, the football, baseball, track, and golf teams all being successful.

The football game with Exeter was played on Nov. 11 at Exeter. Though Exeter was the favorite before the game, Andover won by the decisive score of 28 to 0.

The season's scores:—

Andover 29	Revere A. A.	0	Andover 5	Harvard Fresh.	4
Andover 54	Burdette	0	Andover 30	Amherst Aggies	0
Andover 29	Williston	0	Andover 16	Springfield T. S.	0
Andover 17	Yale Fresh.	5	Andover 28	Exeter	0
Andover, 208 Points			Opponents, 9 Points		

The track contests of the year began in the fall term with the fall meet and the handicap and scratch cross-country runs. During the winter, work on the track was continued in the gymnasium and on the outdoor track. Among the nine contests held were the annual handicap indoor meet, the inter-class meet, the championship meet, and track events on Saturday nights in the gymnasium. In the spring came the spring meet, the interscholastic meets, and the Exeter meet. The Exeter meet was given to Exeter with a score of 49 to 47, but a decision on the form of Andover's high jumper was protested and finally given in favor of Andover. Accordingly the meet was awarded to Andover with the score of 48½ to 47½.

Andover won second place in the Yale interscholastic meet and first place in the New England interscholastic meet, leading Exeter by eleven points in the latter.

The basketball team had an excellent record, winning ten out of the thirteen games played.

In baseball, Andover had probably one of the most successful seasons in her history. Harvard was defeated for the first time, and Yale and Exeter were again beaten.

The season's scores:—

Andover 5	Bates	2	Andover 3	Bowdoin	5
Andover 0	Dartmouth	6	Andover 0	Princeton	5
Andover 4	Harvard Fresh.	0	Andover 17	Springfield T. S.	0
Andover 2	Colby	5	Andover 5	Vermont	2
Andover 2	Villanova	3	Andover 3	Alumni	2
Andover 4	Yale	3	Andover 2	Dartmouth	0
Andover 1	Williams	0	Andover 1	Cornell	2
Andover 1	Georgetown	4	Andover 8	Amherst	4
Andover 3	Harvard	2	Andover 4	Amherst Aggies	1
Andover 2			Exeter 2		

To meet the growing demand for more tennis courts, two new ones were built inside of the running track south of the present courts. The annual fall and spring tournaments, both singles and doubles, were held as usual. Andover again lost to Exeter in the annual match.

Owing to the open winter, the hockey team had a short season. Five games only were played, all of which were won.

LITERARY

MIRROR PRIZES

The substantial prizes offered by George X. McLanahan, class of '92, Washington, D. C., for the best articles published in the *Mirror*, the school magazine, were an innovation of the past year. They distinctly stimulated the amount and improved the quality of the material submitted, and the *Mirror* gained a stronger place in the real interests of the student body than it held before. The award was as follows:

For the best contributions by members of the two

upper classes—first prize of \$15, M. O. Frost, '07, for his story, "When the Colonel Lost"; second prize of \$10, Carl F. Massey, '06, for his story, "Almost". For the best contributions by Junior Middlers and Juniors—first prize of \$15, Frank R. Conklin, '08, for his story, "A White Glove—and its Mate"; second prize of \$10, James C. Thomas, '08, for his story, "The Nuisance, the Hat, and the Girl".

THE PROPOSED PUBLICATIONS
ASSOCIATION

A most significant movement affecting the publications of the school—the *Phillipian*, the *Mirror*, the *Pot-Pourri* and *Class Book*—was broached this spring. The proposition is to unite the general control of these publications under a Publications Association, with an Advisory Board, somewhat after the plan for athletics. The Publications Board will consist of the editors and managers, a graduate treasurer, and a faculty member. The objects to be gained are a greater financial stability for the school periodicals, more business-like administration, mutual support. It is also hoped that under the new plan the subscription list of the various publications will be greatly increased among the alumni. The *Phillipian*, in particular, proposes to make its alumni department of special interest. An important feature of the proposed constitution is the turning over of a generous percentage of the profits to some distinctly school purpose. The chief movers in this whole matter are J. L. Malcolm, '07, and A. F. Marsh, '07, of the *Phillipian* board for next year, and their proposals are being heartily seconded by the editors and business managers of the other publications.

MEANS PRIZE ESSAYS

The thirty-ninth annual contest for the Means prizes was held in the Chapel, Tuesday evening, June 5.

The names of the winners will be found in the list of prize awards given elsewhere.

PHILO-FORUM DEBATE

The fourteenth annual Philo-Forum debate and contest for the Robinson prizes, was held in the Stone Chapel, Friday evening, January 26, 1906. The subject for debate was, "Resolved, That Cabinet ministers in the United States should have seats and the right to speak in Congress".

Frank P. Ferguson, leader, Guy S. Deming and Walter M. Price, of Philo, supported the affirmative of the question. Meigs O. Frost, leader, Louis A. Mahoney and Paul M. Piel, of Forum, upheld the negative.

The judges gave their decision in favor of Forum.

THE FIRST ANDOVER-EXETER DEBATE

During the past year an annual debate with Exeter was established. Largely through the efforts of Paul Michael Piel, '07, of New York City, the two societies, Philo and Forum, formed a third organization known as the Andover Debating Union, which should have for its object the establishment and continuance of an annual

debate with Exeter. The Debating Union is practically under the joint control of the old societies, which in all other respects jealously maintain their ancient rivalry.

As a result of a well attended home contest, the following debaters against Exeter were picked: Meigs O. Frost, New Britain, Conn., leader; Louis A. Mahoney, Lawrence; Guy S. Deming, New York City; and Henry Gemmer, Hackensack, N. J., alternate. Of these, Deming was a member of Philo; the others, of Forum.

On May 16 the first Andover-Exeter Debate was held at Exeter. The question was, "Resolved, That inter-scholastic football is more of a benefit than a detriment", Andover supporting the affirmative. The decision of the judges—a very able committee—was two to one for the negative. The debate was close, spirited, and thoroughly creditable to both sides.

PRIZE AWARDS FOR THE YEAR

POTTER prizes for best essays delivered at commencement exercises, \$30, \$20, sustained by James T. Potter, class of '90—First, Albert Farnsworth, Lawrence; second, Luther M. Ferguson, Shanghai, China.

VALPEY prize for excellence in Greek composition, \$10, founded by bequest of the late Rev. Thomas G. Valpey, class of '54—Cabot Daniels, Chicago, Ill.

WASHINGTON ALUMNI ASSOCIATION prize, \$25, presented by the Washington Alumni Association to the student from Washington, D. C., who makes the best record during the year—Roger Hoyt Moses, Washington, D. C.

YALE-ANDOVER prizes to those members of the senior academic class who have passed with highest average a minimum of ten subjects in the June entrance examinations for Yale College, \$15 and \$10—First, Carroll Clark Hincks, Andover; second, Frederick James Murphy, Westboro.

YALE-ANDOVER prizes to members of the senior scientific class who have passed with highest average a minimum of eight subjects in the June entrance examinations for the Sheffield Scientific School, \$15 and \$10—First, Francis Albert Bates, Cleveland, O.; second, William Farson, Chicago, Ill.

CONVERS prizes for excellence in Mathematics, \$20, \$15, and \$10, sustained by the late E. B. Convers of Englewood, N. J., class of '57—First, Robert Hart Talcott, Livingston, Mont.; second, Fuller Forbes Barnes, Bristol, Conn.; third, Josiah Fogg Reed, South Weymouth.

CRANE prizes for excellence in Virgil, copies of Dr. Crane's translation, gift of the late Rev. Oliver Crane, D.D., LL.D.—James Breckinridge Waller, jr., Chicago, Ill.; Thayer Adams Smith, Hanover, N. H.

VALPEY prize for Latin composition, \$10, founded by the bequest of the late Rev. Thomas G. Valpey, class of '54—Harry Clayton Beaman, jr., Princeton.

DOVE prizes for excellence in Latin, \$20, \$15, and \$10, sustained by George W. W. Dove of Andover, class of

'53,—First, James Breckinridge Waller, jr., Chicago, Ill.; second, Thayer Adams Smith, Hanover, N. H.; third, Arthur Williams, jr., Mt. Vernon, N. Y.

DRAPER prizes for selected declamations, \$20, \$12, and \$8, endowed by the late W. F. Draper, class of '43—First, William Griswold Beach, Auburn, N. Y.; second, Maurice Diehl Cooper, Buffalo, N. Y.; third, Charles William Hamilton, Hollidaysburg, Pa.

MEANS prizes for original declamations, \$20, \$12, and \$8, endowed by the late William G. Means of Boston—First, Albert Farnsworth, Lawrence; second, Henry Gemmer, Hackensack, N. J.; third, Newton Hinckley Foster, Winthrop.

HARVARD-ANDOVER prizes in English, \$15 and \$10, sustained by the Andover Club at Harvard—First, William Griswold Beach, Auburn, N. Y.; second, John Tilghman Rowland, Greenwich, Conn.; honorable mention, Charles Pascal Franchot, Olean, N. Y.; Albert McClellan Haskell, Wakefield, Neb.

ROBINSON prizes for extemporaneous debate, \$10, \$10, and \$10, sustained by H. S. Robinson of Andover—Meigs Oliver Frost, New Britain, Conn.; Louis Aloysius Mahoney, Lawrence; Paul Michael Piel, New York, N. Y.

COOK prizes for excellence in Greek, \$15, \$10, and \$5, endowed by the late Joseph Cook, LL.B., class of '57—First, James Breckinridge Waller, jr., Chicago, Ill.; second, Carroll Clark Hincks, Andover; third, John Tilghman Rowland, Greenwich, Conn.

ROBERT STEVENSON German prize for excellence in German composition, founded by Robert Stevenson, jr., class of '96, \$8—Louis Aloysius Mahoney, Lawrence; honorable mention, Robert Bernhard Stern, New York, N. Y.

WILLIAM S. WADSWORTH prize for excellence in Physics in the scientific department, \$10, sustained by Dr. W. S. Wadsworth of Philadelphia, class of '87—Russell Doten Warren, Lawrence.

FALES History prize for excellence in History, \$25, sustained by Fred S. Fales of the class of '92—Perrin Comstock Galpin, New Haven, Conn.; honorable mention, Frank Pomeroy Ferguson, Winchester.

SENIOR HONORS

Greek—Thayer Adams Smith, James Breckinridge Waller, jr.

Latin—James Breckinridge Waller, jr.

Latin Composition—Thayer Adams Smith.

English—James Breckinridge Waller, jr.

French—Louis Aloysius Mahoney.

German—Louis Aloysius Mahoney.

History—Albert Farnsworth, Frank Pomeroy Ferguson, James Breckinridge Waller, jr.

Mechanical Drawing—Alfred Brim Southworth.

Physics—Guy Spalding Deming, Ivan Edison Garver, Alfred Brim Southworth, Russell Doten Warren, Hubert Knapp Whitmer.

RECORD OF GIVERS FOR THE YEAR

The gifts of this year to the permanent endowment (paid in up to August 1) amount to \$82,060.72. The names of the donors follow:—Class of 1896, Estate of Helen G. Coburn, C. R. Corwith, D. M. Cummings, J. H. Dennison, Mrs. Robert Dodge, D. Stuart Dodge, John A. Garver, D. Willis James, H. B. Joy, R. P. Joy, Victor Lawson, J. Hobart Moore, Michael Piel, W. F. Smith, S. S. Spalding, H. L. Stimson, Walter Wilson.

The gifts to the new alumni fund for current income amount (August 1) to \$4,828.65. The names of the donors follow:

Abbott, A. H.; Abbott, A. W.; Adams, A. A.; Adams, M. T.; Adler, E. A.; Adler, M.; Albee, J.; Albright, L.; Alcott, Rev. W. P.; Allen, P. R.; Ames, E.; Anderson, J. N., jr.; Anderson, Rev. T. D.; Appleton, F. R.; Archibald, Jos., jr.; Attebury, R. R.; Auten, B. C.; Ayers, J. E.; Babbitt, J. A.; Babcock, E. W.; Bailey, W. A.; Bancroft, C. K.; Bancroft, P.; Barlow, J. E.; Bartlett, N. E.; Batcheller, B. C.; Bates, H. S.; Beam, W. P.; Becker, F. G.; Beecher, F. L.; Bergstrom Francis; Bingham, H., jr.; Bissell, L. F.; Blanchard, B. J.; Bliss, L. T.; Bodwell, Rev. J. C.; Booth, J. N.; Borden, J. H.; Bourne, S.; Boynton, E. C.; Braun, Geo. P.; Breed, W. J.; Briant, S. I.; Bronson, Rev. O. H.; Brown, H. T.; Brown, M.; Brown, R. D.; Bryan, A. V.; Bundy, F. E.; Buck, W.; Burgess, E. G. jr.; Burnham, Dr. M. P.; Bushee, Rev. W. A.; Callender, J. A.; Cameron, Rev. J. D.; Campion, Ed. W.; Candee, W. B.; Carlton, H. F.; Carpenter, Prof. G. R.; Carter, B. E.; Carter, E. A.; Carter, Dr. F.; Catlin, H. D.; Chadwick, E. D.; Chamberlain, Rev. L. T.; Champney, W. P., jr.; Chapin, E. P.; Chapin, S. F.; Chase, C. P.; Chen, Huan; Cheney, H. S.; Cheng, Sir Chentung Liang; Clark, E. L., 2d; Clark, S. I.; Clarke, C. E. F.; Cobb, B. C.; Coburn, S. R.; Coker, R. A.; Colgate, R.; Collins, F. H.; Corliss, C. A.; Cornish, R. H.; Cowen, N.; Cox, E. V.; Crapo, W. W.; Crawford, F. T.; Crocker, W. W.; Crosby, J. H.; Crosby, R. M.; Crowell, Rev. E. P.; Curtis, C. J.; Cushman, T. A.; Dana, I. P.; Davis, A. S.; Day, D. H.; Day, H. G.; Day, I. C.; Day, W. P.; Deming—H. E.; Derby, J. H. jr.; Derr, O.; Dewey, A. N.; Dickerman, F. A.; Dickerman, S. O.; Dickson, A. G.; Dillingham, E. G.; Dimock, A. W.; Douglass, W. R.; Dove, G. W. W.; Downie, Rev. D.; Downing, E. B.; Drake, J. B., jr.; Dreisbach, J. M.; Duffy, W. F.; Dulaney, G. W., jr.; du Pont, I.; Durfee, H. B.; Edwards, Hubert L.; Ellsworth, Dr. S. W.; Emerson, E. O.; Emerson, J. L.; Emerson, T. A.; Evans, S. M.; Fitzgerald, D.; Flagg, Dr. I.; Foote, A. E.; Fox, A.; Freeman, G. H.; French, Rev. G. H.; Fuller, S. L.; Fulton, I. K.; Gardiner, F. A.; Garland, A. S.; Gavitt, W. S.; Gilbert, B. T.; Gillis, R. H.; Gilmore, R. C.; Goldsmith, S. K.; Goodall, A.; Gordon, A.; Gordon, D.; Gordon, F. H.; Gould, J. A.; Greenough, H. W.; Griswold, Dr. R. N.; Hall, E. T.; Hall, P. T.; Hall, R. B., jr.; Hall, Russell; Hammond, J. B.; Hammond, Dr. W. P.; Hand, C. W.; Hanna, D. R.; Harding, J. P.; Hardy, A. H.; Harkness, R. P.; Harrington, J. T.; Harris, T. H.; Haskell, G. S.; Haskell, W. S.; Hatch, D. P.; Hatch, Rev. F. S.; Hay, S.; Hazen, J. J.; Heiskell, A. G. B.; Hillman, E. W.; Hinkle, C. M.; Hockenberger, C. W.; Hogan, H.; Holliday, S. N.; Holmes, R. W.; Holt, J. F.; Hooper, H. T.; Hopkins, T. G.; Hotchkiss, H. S.; Howard, G. M.; Hudson, C. T.; Isham, S.; Jaggard, H. A.; Janeway, H. H.; Jelly, Dr. A. C.; Jenkins, P. K.; Jennings, O. G.; Jewett, E. A.; Johnson, Prof. J. E.; Johnston, L. W.; Jones, C. A.; Jones, R. E.; Jordan, J. N.; Joy, H. B.; Kelly, A. L.; Kimball, J.; Kimball, T. D.; Kimberly, J. C.; Kutz, J. J.; Ladd, F. H.; Ladd, W. U.; Lang, A. W.; Lawrence, E. F.; Lerch, T. T.; Levering, R. M.; Lewis, A. I.; Lindenberg, F. H.; Livingood, F. S.; Lloyd, W.; Love, H. M.; McBirney, D.; McClure, W. I.; McKenzie, Rev. A.; McKenzie, R. C.; McMillan, P. II.; Maddox, K.; Martin, E. S.; Martin, J. B.; Mead, H. E.; Mellen, S. F.; Melzer, R. H.; Merriam, J. E.; Merrill, G. E.; Merrill, H. G.; Merrill, R. W.; Mesereau, R. W.; Miller, M. M.; Minor, Dr. S. C.; Mitchell, J. G.; Monahan, J. T.; Moon, D. R.; Moon, S. G.; Moore, A. H.; Morgan, Clarence; Morris, Ira; Morse, W. N.; Morss, Rev. G. H.; Moseley, H. P.; Mowry, Dr. W. A.; Mulligan, E. B.; Munroe, J. A.; Munson, Paul B.; Murphy, Dr. F. P.; Myer, Rev. W.; Nathan, G. A.; Neale, J. B.; Neal, J. C.; Nettleton, G. H.; Newton, Dr. G. W.; Nicola, O. P.; Norris, W. O.; Norton, E. H., jr.; Noyes, Prof. A.; Noyes, G. R.; O'Day, F.; Odlin, W.; Olney, P. B.; Orvis, G. A.; Osgood, Dr. A. T.; Osgood, L.; Packwood, R. A.; Page, E. F., jr.; Palmer, Geo. F.; Parker, Hon. R. W.; Parker, W. W. W.; Parkhurst, F. E.; Parsons, J.; Parsons, R. W.; Paschall, N.; Patton, J.; Peabody, A. B.; Penfield, A. M.; Pennington, A. S.; Perrin, Lee J.; Perrin, L. W.; Phelps, G. W.; Pomeroy, J. V., jr.; Pond, S. N.; Poole, George S.; Poor, Rev. W. G.; Porter, Donald W.; Porter, J. S.; Potter, J. T.; Potter, N. R.; Pratt, J. T.; Quimby, F. L.; Rafferty, C. D.; Ray, M.; Read, Wm. C.; Reid, W. C.; Richards, W. F.; Richardson, A. H.; Richardson, Geo. S.; Richardson, W. H.; Richardson, Wm. H.; Ridgway, Wm. C.; Ripley, A. L.; Roberts, W. F.; Robinson, J. W.; Rodocanachi, J. M.; Rothschild, J. A.; Russell, F. W.; Russell, H. M.; Ryman, E.; Sackett, W.; Sanger, R. C.; Sargent, I. W.; Satterlee, Hugh; Sawyer, E. S.; Sawyer, J. P.; Sawyer, S. N.; Sawyer, Wm. D.; Schaufler, Dr. W. G.; Schenck, D. D.; Schneider, F., jr.; Scott, Frank W.; Serviss, S. B.; Seamore, J. A.; Sharp, H. H.; Sheldon, Dr. C. S.; Sheldon, Jas. F.; Sherman, J. P. R.; Sherrill, Edgar B.; Simmons, Frank H.; Simon, M.; Sjöström, W. L.; Skerrye, W. F.; Skinner, A. E.; Slack, J. P.; Smith, J. D.; Smith, J. H. D.; Smith, K.; Smith, Lloyd W.; Smith, M. K.; Smith, O. D.; Smith, S. L.; Smith, W. D.; Smyth, N. A.; Solomon, F. E.; Southworth, George C. S.; Spaulding, Dr. G. A.; Spaulding, H. O.; Starr, E. W.; Stebbins, H. H.; Stevens, J. N.; Stevens, W. L.; Stimson, H. L.; Stout, H. L.; Strauss, W. E.; Strong, H. A.; Stuart, F. H.; Taylor, Rev. A. M.; Thacher, John; Thatcher, H. K.; Thompson, T. W.; Thompson, P. W.; Tirrell, P. H.; Torrey, Dr. J. P.; Towne, F. B.; Townsend, Ed. P.; Tracy, H. E.; Treat, J. H.; Tweedy, H. H.; Tyler, R. P.; Tyler, S. W.; Van Horn, W. A.; Vaill, D. L.; Vann, I. D.; Van Name, A.; Verplank, J. D.; Wallace, C. R.; Walsh, R. W.; Warren, Dr. F. M.; Washburn, Claude C.; Waterman, W. V.; Webster, J. B.; Whitehead, C.; Whitney, C. N.; Whittemore, A. H.; Whittemore, F. W.; Wilder, H. J.; Willcox, Dr. W. F.; Willetts, E. A.; Willetts, S. T.; Williams, J. A.; Williams, J. W.; Williams, J. R.; Wilson, C. H.; Winslow, C. R.; Woodman, R.; Woodruff, J. H.; Woodworth, C. N.; Woodworth, H. P.; Woolsey, C. B.; Yardley, F.; Young, A. J.; Young, J. C.

ALUMNI NOTES

MEETINGS OF THE ALUMNI
ASSOCIATION

The largest gatherings of the Alumni during the year were held in New York City, Chicago, New Haven, and Washington. The New York meeting was presided over by President Stimson. Mr. McCurdy was the immediate representative of the Academy. The music was furnished by a Glee Club led by Frank Simmons. Mr. Stearns was present at the New Haven and Chicago meetings. At New Haven, "Founders Day" was his main theme; at Chicago, he described Andover past and present, showing pictures of buildings and men of the early days of the Academy. In Washington, the largest meeting of the year was held at the University Club. Smaller meetings were held at the homes of members of the Club.

GIFT BY CLASS OF '96

At the Alumni Dinner on Commencement Day, the Class of 1896 made a gift of \$635.72 to the permanent fund for endowment, to mark their decennial reunion. The presentation was made through Mr. Arthur Drinkwater, P. A., '96.

PERSONALS

(Items for later classes have been omitted for lack of space, but will appear in the next issue.)

'58—Rev. Benjamin Angier Dean, pastor at North Hyde Park, Vt., and Miss Eloise J. Partridge were married November 21, 1905, at Edin, Vt.

'63—A. E. Nolen, recently teacher of Greek in the Fitchburg High School, is visiting Germany, Switzerland, Italy, Greece and Egypt, and is to be gone a year and a half or longer.

'68—George Franklin Babbitt and Mrs. Eunice Humphrey Allen were married at Brooklyn, N. Y., March 22, 1905.

'68—Dr. E. H. Jenkins has been elected president of the Connecticut Forestry Association.

'71—Samuel Isham, associate of the National Academy of Design and member of the Society of American Artists, has written 'The History of American Painting' (Macmillan Co.)

'78—Rev. Robert S. Lindsay, who has been a settled pastor of the Congregational church in Geneva, O., has become editor of the *Madison Review*, Madison, O.

'78—Rev. Dr. Charles S. Mills of St. Louis, Mo., has been recently chosen president of the Congregational Home Missionary Society.

'80—Herbert W. Wolcott is practicing law in the New York Life Building, Kansas City, Mo., and resides in Leavenworth, Kans.

'83—Robert Robinson Porter Bradford and Miss Esther Warner Kelly were married May 13, 1905, at West Chester, Pa. They are living at 146 W. Lehigh Ave., Philadelphia, Pa.

'83—Sanford Ellsworth Cobb and Miss Margaret Brown Macleish were married at Los Angeles, Cal., Sept. 6, 1905.

'83—Herbert F. Perkins is general manager of the steel department of the International Harvester Co., of Chicago.

'83—Henry L. Stimson, a trustee of P. A., has been appointed U. S. District Attorney for the Southern District of New York.

'86—Edwin Vernon Morgan recently ambassador extraordinary and minister plenipotentiary from the U. S. Government to Korea, has been appointed minister to Cuba.

'87—James P. Woodruff has been elected judge of the probate court for Litchfield County, Conn.

'88—Arthur F. Shaw is professor of physics at Occidental College, Los Angeles, Cal.

'89—Willis Bailey is president of the Bailey Drug Co., Zanesville, O.

'89—Married, June 27, 1906, Dr. William McKimmie Higgins and Miss Ella Louise Ford. Home address, 57 E. 84th St., New York.

'90—Rev. Arthur G. Cummings, Harvard '94, Andover Seminary '05, has accepted a call to the First Congregational church in Middleboro.

'90—Nathaniel E. Griffin and Charles G. Osgood, jr., are preceptors at Princeton.

'90—Married, June 28, 1906, at Edinburgh, Scotland, Ralph Winthrop Holmes and Miss Judith Bigelow Phelps. Home address, Park Place, Winsted, Conn.

'90—James William Holland, M.D., died at Westfield, Dec. 29, 1905, aged 37 years. At his death he was assistant medical examiner of the town.

'90—John E. Lane is practicing medicine at 213 York St., New Haven, Conn.

'90—Dr. Henry P. Moseley has changed his offices and may now be found at 616 Madison Ave., New York City.

'90—Dr. George B. Shattuck of Johns Hopkins University, Baltimore, has recently issued through the Macmillan Co. an illustrated work on "The Bahama Islands".

'91—Winfred Howard Babbitt has been appointed superintendent of the Department of Public Instruction for the Territory of Hawaii.

'92—Married, at West New Brighton, Staten Island, N. Y., on Dec. 30, 1905, Miss Millicent Johnson to Edward Winslow Ames.

'92—Benjamin Thorn Gilbert and Miss Sue Racey Biggar of Cleveland, O., were married at Chappaqua, N. Y., September 5, 1905. Their home is to be at Clayville, N. Y.

'92—Asahel H. Grant is teaching at the Horace Mann School in New York City, and lives at 402 W. 124th St.