



The Phillipian

PHILLIPS ACADEMY
ANDOVER, MASS.

Volume XXXVI. FOUNDERS DAY NUMBER

SATURDAY, OCTOBER 11, 1913

10 cents

FOUNDERS DAY



HIS HONOR SAMUEL PHILLIPS, JR.
Projector and Founder of
PHILLIPS ACADEMY

Some Notes on the History of Phillips Academy

The school with which we are all proud to be connected has had a long and brilliant history, rich in tradition and crowded with achievement. It was founded over a decade before our present national government was organized; it is older than all but a few of our great universities. The annals of its existence present a tale of small beginnings in a time of difficulty and danger; of steady, careful growth under wise direction; of gradual but consistent expansion both in numbers and in influence; and of the early attainment both of prestige and power.

It requires a considerable effort of the imagination to travel back through several generations to that day, 135 years ago and more, when Phillips Academy, or Phillips School as it was then called, began its course. This Hill, now covered with two score Academy buildings, was then made up of seven different farms, with only three houses on all that area. The oldest house now standing on Andover Hill is probably that occupied by Professor Graves, which was built in 1805. Of this land, part was forest, more was marshy meadow, and some, especially where Brothers Field now lies, was almost swamp; its chief recommendation as a location for an Academy was its slightly situation and its extensive view over the valley of the Merrimack. It is interesting to note, however, that only a lucky accident placed the Academy on Andover Hill; for the Founders first intended to choose a situation in North Andover, near Lake Cochichewick, and were deterred from their plan only because sufficient ground there was not available.

The story of the Founders has been often told, but it will bear repetition. In 1711, a certain Samuel Phillips, the son of a Salem goldsmith of good old Puritan stock, came to Andover as the first pastor of the Old South Church. He had three sons: Samuel, who remained in Andover, John, who settled in Exeter, and William, who took up his residence in Boston. Each of them became a wealthy and prosperous man. Of these three, Samuel, the eldest, had in turn a son, Samuel, Jr., born in 1752, in whose fertile brain originated the idea of a Phillips Academy. He, with the financial aid of his father and his two uncles, established and endowed the school. These four men, then, constituted one-third of the original board of twelve Trustees, and, in turn, they became the first four Presidents of that body. Their portraits, hanging to-day in the Principal's office, show powerful, intellectual faces, full of sturdy, and independent manhood. The school is rightly named Phillips Academy, for to that family are due all the fruits of these later years.

The Academy was founded in the very midst of the times that tried men's souls, in one of the darkest periods of American history. Washington had just passed through the terrible winter at Valley Forge. The news of the French treaty, signed February 6, 1778, had not yet reached our shores. Samuel Phillips, Jr., went from making powder for the Revolutionary Army to founding an educational institution; and in June, 1778, less than two months after his Academy opened,

Alfred E. Stearns

Mr. Stearns's connection with Phillips Academy has been such as to fit him, in a rather unique degree, for his position as Principal. For four years he was a student here, taking a vigorous part in all the activities of the school. After his college course at Amherst and a few years' teaching at the Hill School in Pottstown, he came back here for a three years' course in the Seminary, and during this time he acted as coach for the Academy baseball team. This was followed by two years of service as Registrar and one as Acting Principal before his appointment as Principal. In all these

years he had the privilege of the companionship and confidence of his uncle, Dr. Bancroft, then Principal of the Academy, and thus received as a legacy certain far-reaching plans for the development of the school that have only recently been fulfilled. Better training than this for an intelligent and sympathetic understanding of all school problems could hardly be devised.

During his administration, and owing in no small measure to the confidence he has inspired alike in trustees, faculty, alumni, and successive generations of students, the Academy has enjoyed a period of unprecedented growth and development. These years have seen the ex-

tension of the dormitory system, so that a large proportion of the students are now living either in the dormitories or in faculty houses. They have seen the great addition to plant and equipment made necessary and possible by the removal of the Seminary to Cambridge. They have seen our athletic system developed and extended to include every boy in the school instead of a limited few. They have seen the demand for admission increase so that the numbers had to be limited, thus raising the standard both in scholarship and character. And notable as these gains have been, they seem only the forerunner of still greater gains to come.



DR. JOHN PHILLIPS
of Exeter
Most generous early benefactor of
Phillips Academy



DR. ALFRED E. STEARNS
Ninth Principal of Phillips Academy

his powder-mill on the banks of the Shawshen was blown up, and three of his workmen were killed. Nothing but a firm faith in the future of the nation could have sustained him in planning for a great Academy in a period when others, less courageous, had begun to despair of the state.

It is to Samuel Phillips, Jr., then, that we owe Phillips Academy. You can still see his birth-place in North Andover, a wonderful Colonial house, erected in 1752, and still occupied by direct descendants of Samuel Phillips. He was his father's only surviving son; he was, moreover, the prospective heir of his childless uncle John; he was able, then, by diminishing the sum of his own future inheritance, to solicit from them land and money enough for his purpose. He next proceeded, with the aid of his college friend, Eliphalet Pearson, to frame a Constitution. Strangely enough, Phillips Academy, now so closely connected with Yale College, was founded by Harvard men, the two being graduates from there in the class of 1771. In those days the class lists were arranged, not as now alphabetically, but in the order of social position,

and young Phillips was given seventh place in his class. He had first been assigned the eighth position, whereupon his father, his family pride touched, made a vigorous remonstrance to the authorities. An investigation having been instituted, the protest was allowed, and the boy was seated one niche higher. On the day of this unquestioned social triumph, he wrote in his Journal:—"This afternoon I received a copy of the vote wherein I was ordered to sit between Vassal and Murray; it occasions considerable talk. Some say I bought it, others, that I have tried for it; but promotion always breeds enemies, and envious ones are the most spiteful; let me be interested in the Lord, and no matter who is against me."

The Constitution written by these two young men, Phillips and Pearson, neither over twenty-six years old, is a remarkable document, clear, forceful, elastic, and far-sighted. It laid the foundation of the present liberalism, democracy, and cosmopolitanism of the Academy. To prevent provincialism, it was specified that a majority of the Trustees must live outside the town where the

Academy was located; to avoid sectarianism, it was stipulated that a majority of the Trustees must be laymen, not ministers. The school, moreover, was to be open to all qualified applicants, regardless of birth, financial standing, or social prominence. These ideals so carefully laid down the Academy has rigidly maintained throughout its history; and the fact that the Constitution has lasted unaltered for 135 years is ample proof of the wisdom of the Founders.

On April 21, 1778, the deed of gift was signed at the home of Samuel Phillips, which stood not far from the present site of Mr. Poynter's house, and on April 28 the first Trustees' meeting was held in the same room. In the meantime an abandoned carpenter's shop, about 25 feet by 30 in size and one-storied, had been renovated and moved to the corner of Main and Phillips Streets, where the Archaeology Building now stands. In that primitive structure, not much larger than some of the recitation rooms to-day, heated by a stove and lighted by feeble oil lamps, the Academy began

on April 30, 1778, with thirteen pupils, under Eliphalet Pearson as Master. Of these students, the youngest was Josiah Quincy, aged six years, afterwards President of Harvard and Mayor of Boston; he came, not because he wanted to, but because he was related to the Phillips family, and his mother wished to encourage the new school. By his side on the bench was James Anderson, a man of thirty, studying in the same class. Pearson, the Master, called "Elephant" Pearson by the boys, is commemorated in our present Pearson Hall. He was a self-reliant, energetic, and versatile man, equally at home in singing bass, deciphering Syrian manuscripts, preaching a sermon, experimenting in Chemistry, or playing the cello. He was, however, impatient, blunt, exacting, and irritable, with a temper, manner, and physical make-up not unlike those of Dr. Johnson. The result was that he governed more by fear than by love, and, since flogging was common in those days, his students frequently felt the sting of his heavy birch rod. Long after, Oliver Wendell Holmes spoke of the time:

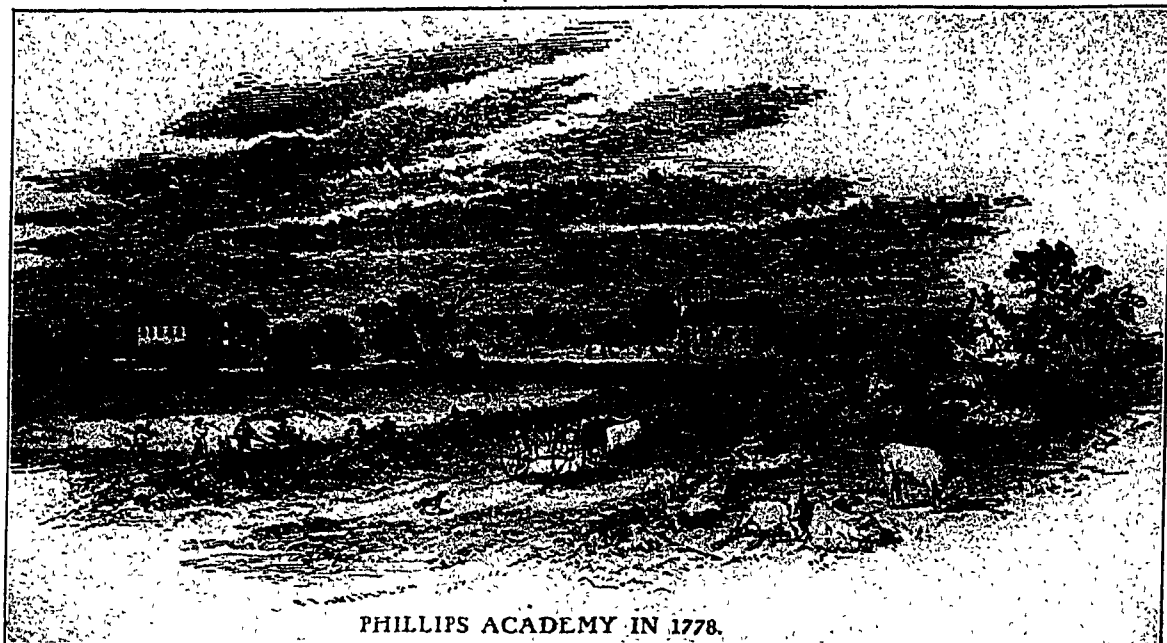
"When great Eliphalet (I can see him now,—
Big name, big frame, big voice, and
beetling brow),
Then young Eliphalet—ruled the
rows of boys
In homespun gray or old-world cor-
duroys."

For many years the Academy was carried on much like an old-fashioned "deestrick schule." Latin was the chief subject, and the boys were forced to memorize a Latin grammar word for word, from beginning to end. Some students of to-day know, perhaps, why it took little Josiah Quincy four years to do it. The other subjects were simple Mathematics and a smattering of Greek; no English, no Modern Language, no Science, and no History. The boys sat four hours in the morning and four in the afternoon on hard benches, studying, and reciting when their class was called up. School began early, very early, with readings from Dr. Doddridge's *Family Expositor*, followed by a hymn and a prayer. On Monday morning the boys were required to recite all they could remember from the sermons (I say sermons advisedly), of the Sunday before; on Saturday afternoon the bills were presented, and punishments were administered. Saturday afternoon must have been altogether a cheerful occasion.

Pearson himself has left a description of the daily scene—"To hear prepared recitations is a delight to me; but I have to keep my eye at the same time upon the idle and the dissipated. I have to listen to many requests; much noise and confusion is going on." He had some peculiar methods of instruction. Quincy says:—"I was once called upon to give the principal parts of the verb *noco*. Unfortunately I gave to the c a hard sound. I said noko, nokere, nok-i; the next think I knew, I was knocked." One boy, after an interview with the Principal, said:—"I pinched myself to see whether I was alive."

Meanwhile, in spite of war times, the little Academy prospered. Be-

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PHILLIPS ACADEMY IN 1778.

Sketch of Some of the Academy Buildings

The pictures appearing on this page of the *Phillipian*, which are reproduced from old drawings, present some interesting aspects of the appearance of the Academy and its surroundings in its early days, and of the buildings, some of them now gone, connected with its history.

The first picture gives a view of Main Street as it appeared in 1778. The small building with the belfry is the first Academy schoolhouse, which stood somewhat south of the site of the Archaeology building. In this schoolhouse, Eliphalet Pearson, the first principal, began to carry out the purpose of the Founders, "the purpose of instructing Youth, not only in English and Latin, Grammar, Writing, Arithmetic, and those sciences wherein they are commonly taught, but more especially to learn them the great end and real business of living." This building continued to be used for purposes of instruction until 1785, when the second schoolhouse was erected on Main Street near the site now occupied by Brechin Hall. To the left of the first school building and near where Farrar House now stands, is seen the old George Abbott House. This was Judge Phillips's residence at the time when the Academy was founded, and in it a part of the constitution of the Academy was written. After 1778 the house was occupied by the first three principals, Eliphalet Pearson, Ebenezer Pemberton, and Mark Newman.

In the second picture, the building which stands on the corner is the old Stone Academy, erected in 1830 to afford a place of instruction for teachers. It was destroyed by fire in 1864. Beyond it appears Samaritan House, which the Samaritan Society erected in 1824 as an infirmary for students in the Theological Seminary. The building beyond, easily recognizable as part of the present Phillips Inn, was built in 1828 to serve as a carpenter shop for the Seminary students. From 1853

to 1864 it was the home of Professor Calvin Stowe of the Seminary, and there Mrs. Stowe wrote several of her novels.

Of the Seminary buildings which are shown in the picture, Phillips Hall, the first to the left, is the oldest. It was erected in 1809 at the cost of Judge Phillips's widow and of Colonel John Phillips, her son. Its rooms have been occupied by many men who afterward became famous, notably Adoniram Judson and the other members of the "missionary band" of 1810, whose efforts led to the formation of the first Society of Foreign Missions. The adjacent building, Bartlet Chapel (renamed Pearson Hall in 1908), which formerly contained the chapel and the recitation rooms of the Theological Seminary, and the dormitory Bartlet Hall, farther to the right were built by the gifts of William

classic hall" in his poem "The School Boy." For some time before it became the school dining hall, it was used for a gymnasium. To the right of it is seen Adams House (now occupied by Professor Graves), which was built in 1805 and in which lived both Principal Pearson and Principal John Adams. Near it appears the Clough House, removed in 1858 to a site farther out on Salem street. On the right of the picture, through the trees along the Elm Arch, three important old buildings are to be seen. The first toward the center of the picture is the Stuart House, built in 1810 and the residence of Professor Stuart of the Seminary for some years preceding 1854. Next to it is seen the old Printing House, from which were issued many important publications, notable among them being the *Bibliotheca Sacra* (1850-1884).



STONE ACADEMY

SAMARITAN HOUSE
(Principal Stearns)STUDENTS' WORKSHOP
(Phillips Inn)

SEMINARY BUILDINGS

THE ACADEMY IN 1830

Bartlet of Newburyport, the first in 1818, the second in 1821.

The third picture, which offers another view of the Seminary campus and the three buildings just mentioned, shows in the background beyond them the old Brick Academy. This, the third schoolhouse, was built in 1818 from a design by Charles Bulfinch. In this building Oliver Wendell Holmes went to school, and to it he alludes as "the

The third house is the well-known Mansion House, built by Judge Phillips in 1782 and occupied by him until his death in 1802. Subsequently it became a hotel, retaining its old name. Among the famous guests entertained here were Washington, Lafayette, Jackson, and Webster. The Mansion House was burned in 1887, and thus one of the most interesting of the old landmarks was destroyed.

and Madame Phillips in the Mansion House, their fine residence which was located in front of where Bishop Hall now stands. Afterwards the General reviewed the Andover militia on the field in front of Mr. Sawyer's house.

Dr. Pemberton was succeeded by Mark Newman, under whom Samuel F. B. Morse, the inventor of the telegraph, was a pupil. Newman was followed by John Adams in 1810, a stately, dignified gentleman, who

"Notes on the History"

(Continued from page 1)

fore the first year was up, 51 students had been admitted. By 1786 the old carpenter's shop had become too small, and a new and grander school building was erected, the joint gift of the three Phillips brothers, not far from the present site of Brechin hall, but nearer Main street. The old Academy building remained for some time on its original spot of ground, being used, first as a singing-room, then as a storehouse for rags; in 1803 it was sold for \$30, and removed to a farm about half a mile to the east; there, in 1843, it was torn down, and no one, I think, knows where the timbers lie. The new structure, two stories high and costing \$3,166.66, was used until 1818, when it was destroyed by fire; the brick building now used as a dining-hall was then put up, and became the centre of all the school activities. In 1830 arose the famous Stone Academy, which, within the memory of men now living, stood next to Dr. Stearns's house on the north side of Chapel avenue. This was burned down in 1864, and the present main Academy building was then constructed. In all, since its foundation, the Academy has had five main buildings, each, strangely enough, on a different site.

After Pearson resigned in 1786 to become a Professor at Harvard, he was succeeded by Master Ebenezer Pemberton, famous for his system of school etiquette. At the hour of morning prayers, every student was expected to be in his seat. When Dr. Pemberton entered, each pupil rose solemnly and bowed to him; he bowed courteously in return, and ascended to the desk platform. At the close of the school in the afternoon each student withdrew separately, bowing first to the Principal, then to the Assistant. One father wrote the Principal: "I am delighted at the improvement in my son's manners. He is a good deal mended of the trick of moving his feet and fingers." It was during Pemberton's administration, in November, 1789, that General Washington paid his famous visit to Andover, where he was entertained by Judge

ruled with a firm hand for 23 years, and gave the Academy a reputation for strict discipline and thorough scholarship. During his administration occurred the War of 1812; and the Academy students one day went to Boston to work on the fortifications. As they marched through the streets, carrying shovels on their shoulders instead of muskets, they aroused great enthusiasm, and the whole city turned out to watch them dig. In 1832, when Adams had reached 60, he was asked to resign because of his extreme age; he did resign, but he lived for 31 years more, doing important work as a Sunday-school agent in the western states. He was followed as Principal by Osgood Johnson, and he, in 1837, by Samuel H. Taylor, the "Uncle Sam" of 6,000 Academy students.

No remarks on this early period would be complete without a mention of Samuel Farrar, for forty years Treasurer of the Academy and always its liberal benefactor. He was noted for his regularity of habits: family prayers were held in his home every morning at nine minutes after six; he walked a certain number of rods over the same route at the same time every day, so punctually that people consulted their watches at his approach; and he always carried a cane, the ferrule of which was held just nine inches above the ground. He allowed his parlor clock to run down only three times in forty years.

Some of the Trustees' Records of that early period, written in the firm round hand of Jonathan French, an ancestor of Dr. Stearns, may assist us in reconstructing the school life as it was then lived. There was, of course, no Abbot Academy; there were no glee-clubs, no athletic games, no plays. Since there were no trolleys or railroads, there was no convenient method of reaching Boston, and Lawrence was, as yet, barely on the map. Discipline was, moreover, somewhat severe.

On April 29, 1778, the day before the Academy opened, the Trustees provided for future contingencies by voting: "That if any scholar shall be so incorrigibly vicious that his continuance at the Seminary may be dangerous to the morals of the other scholars, or inconsistent with the good government of the Seminary, he shall be expelled; and never afterwards readmitted."

On July 7, 1789, a vote passed to this effect: "If any member of the Academy shall be guilty of profanity, or any other scandalous immorality; for the first offense it shall be the duty of the Principal to administer a serious reproof. In case of a second offense notice thereof is to be given by the Principal to the parent or guardian of such youth; and upon the third offense notice thereof shall be given to the Trustees."

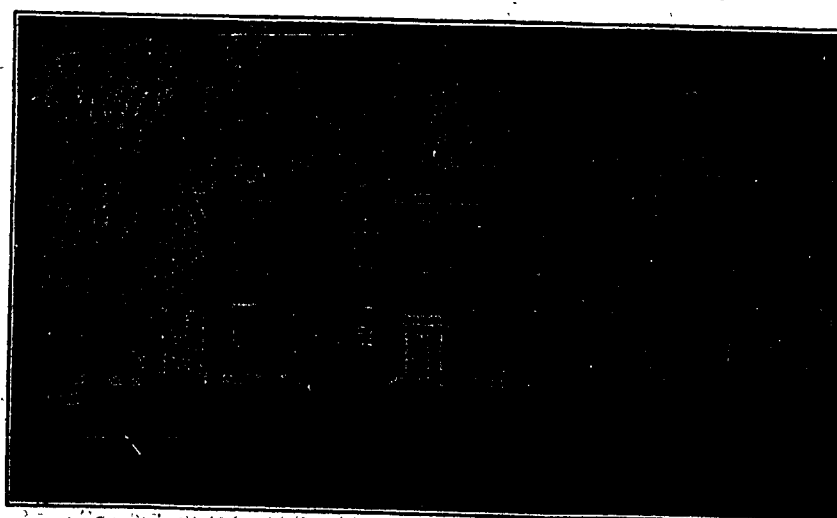
On July 11, 1791, a resolution was passed: "That single ladies shall be licensed to keep but two scholars at a time." On the same date, it was also voted: "That no scholar who is under the age of twenty-one years shall be allowed to purchase anything of another scholar upon trust—but that every scholar shall be obliged to keep a particular and regular account of his expenses, and exhibited to the Principal whenever he shall call for it." It was, moreover, declared on this occasion, "that any scholar must give evidence against his classmates in case of misdemeanor, or else be publicly and solemnly admonished before the whole Academy, and such of the Trustees as can attend the sad solemnity."

In 1798 there is evidence of a reaction against the prolonged Commencements then so common, for the Trustees voted: "That a reform in our exhibitions be attempted by rendering them less Theatrical, more sentimental, to consist more of

(Continued on page 4)



General View of Academy Buildings in 1830

BRICK ACADEMY, 1818
Holmes' "Classic Hall"

"I, whose fresh voice yon red-faced temple knew,
What tune is left me, fit to sing to you?
How all comes back! the upward slanting floor,
The masters' thrones that flank the central door,
The long outstretching alleys that divide
The rows of desks that stand on either side."

—Oliver Wendell Holmes.

Life in the Old Commons

Back of the Punchard High School there are a couple of old, three-story wooden buildings, very simple as to their design, with a few scales of ancient paint still sticking to them. On Highland Road, too, not far from Salem Street, is another building constructed on similar lines but boasting an ell and a new suit of paint. These three seem to be the only ones left of the old Latin and English Commons that used to stand, the Latin, on the north side of Phillips Street, right opposite Bancroft Hall, and the English, in a line which started where the Draper Cottage now stands, and stretched down to the Abbott woods.

There were six buildings in the Latin row, and five in the English, all built on the same plan, the one followed in both Taylor and Draper Cottages. On either side of a small entry were two suites, of a study and two bedrooms, the same arrangement being carried out on the second and third stories. There was a narrow, winding staircase leading up to these, while another, whose shape has never been accurately ascertained because of the abundance of ashes and truck strewn over it, led down to what probably was a cellar.

These buildings around which so much of the sentiment and romance of the school clung, and in which so much of its history was made, were not ivy-mantled edifices that charmed the eye of the beholder. There was no ivy for good and sufficient reasons; nature spread itself in sending its coldest winds to whistle around and about (as well as within) all eleven of them; but apart from that, the atmosphere was not very congenial to that cultured plant, and in the merry spring-time a tender shoot had modestly tried to trail itself over the clapboards, the fellows would have made things too hot for it. Some time, away back in the middle period, the buildings had been painted a sort of yellow, but that bit of vanity slowly peeled off in little patches, leaving a general effect of khaki verging on rusty brindle.

There was no central heating plant in the days of the Commons, and those who lived in them had to trust to stoves to keep warm. There were all kinds and conditions of these, from little bits of things that had to be heated red-hot before they would give enough warmth to do any good, to huge ones like those around which the rural neighbors gathered at the country store. One thing, however, seemed to be understood,—that no unusually beautiful or ornate stove should be backed up against the chimney-piece in a Commons room. It was not in keeping with the simplicity of life which these buildings seemed to encourage, and, all in all, not the proper thing. One young aesthete, on his engaging a room, ordered a wonderful creation in the heater line sent up. When it arrived in the express-cart, and was carefully carried up the

stairs and set up, a delegation of the older men waited on the newcomer and gave him to understand that he was not falling in with the customs very well. He told them that he would do as he deemed prudent in the matter, but failed that evening to fasten his door securely. When he returned to his room, the stove had disappeared. After a while he found it in a field at some distance from his chimney. He brought it back, only to have it removed again, this time to a greater distance. This little game kept up for some time until finally the old men grew tired. They stole in one night, carried the thing out and left it interred in a place where Rollo couldn't find it. That winter he used a more modest heater.

The stoves, of course, had to be cleaned out occasionally, and for want of a better place, the ashes were thrown down the cellar stairs. How or why they did not set the buildings on fire is a mystery that has not yet been solved. Everybody expected them to go up in flames sooner or later, so the Latin Commons men, not to disappoint the natives, planned to give them a scare which would thrill them quite as effectively. The fellows living in the third-story rooms pinned newspapers together in long strips that reached from the windows to the ground. Their room-mates were stationed below with matches, and they, with others who had been told of the plan, at a given signal started to yell "Fire!" "Fire!" In a few minutes windows were thrown up, people from Main Street started running towards the row, then the papers were lighted. They flared up, making one sheet of flame,—and

then everything was quiet as a graveyard on Monday morning.

At the time when the Commons were built, people hadn't reached the stage where they considered bathrooms a necessity. If a Commons man wanted to wash his face, he had to take his pail and go to the pump for his water. This was quite a chore in any season of the year, but especially so in winter time. Quite often, therefore, the dwellers in the Latin and in the English row fell short in the practice of that virtue which in the rubric is classed next to godliness. When Pomp's Pond was too cold for a plunge, it was a whole afternoon's job to take a bath. The first step was to get the water.

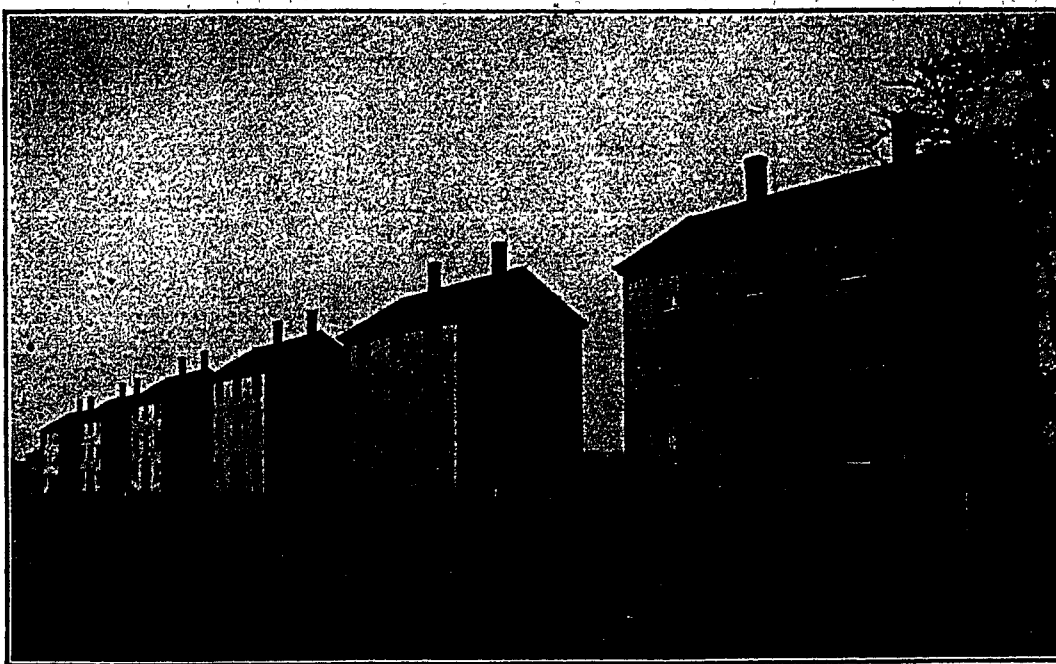
This would be poured into a kettle or—what was more commonly used—a milk-can, and heated. The milk-cans, by the way, were easy to get hold of, for Andover was even more of a farming town in those days than it is now. The cans held about ten gallons, just enough to fill the little bath-tubs that a good many of the fellows possessed. These tubs would be placed as near the stove as possible, for the rooms at best were pretty cold places. In the fall both milk-cans and tubs were put to more honorable uses. They served as receptacles for cider, a barrel or two of which quite often rolled down from Salem Street in some unaccountable way, and stopped in

whole year, that room would not be occupied. Once a week, however, some member of the faculty would go through all the rooms, to see if beds were made and floors kept fairly clean. Those were the days when ashes went down the cellar stairs. Dr. Bancroft occasionally visited the students there. A story is told of his coming to one room where the inmates were smoking. He rapped, and after some time heard a rather guarded "Who's there?" The Doctor answered, "It's me, Dr. Bancroft." One of the boys inside then said, "Oh, no. If it was Dr. Bancroft he would have said 'It's I,'" and he refused to open the door.

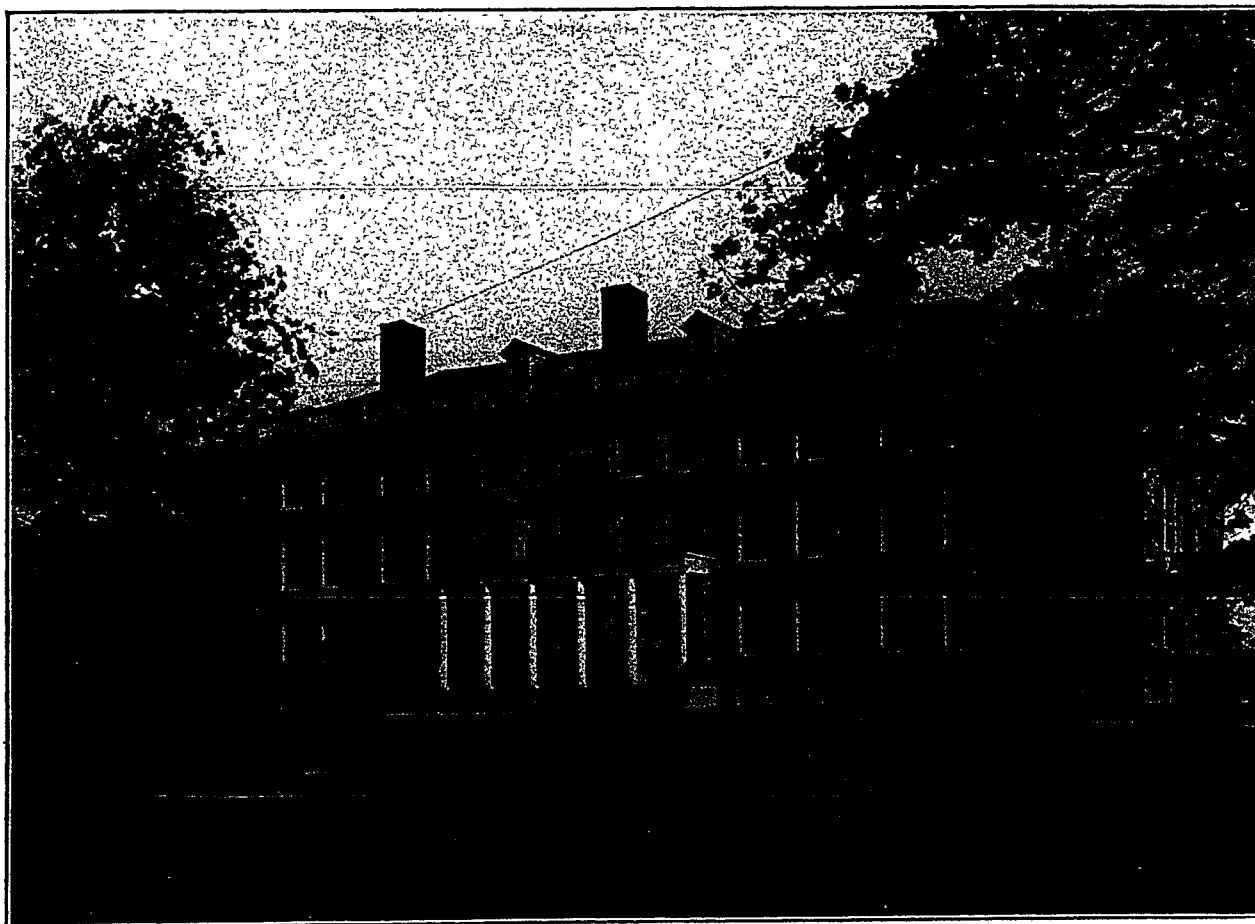
One of the Commons organizations, the minutes of whose meetings are yet to be written up, was the Shakespearean Society. This, far from being a literary club, was a mob composed of all the "old men" presided over by the huskiest brute in either row, which went about at the beginning of the year initiating every new man, whether he wished it or not, into the mysteries of the order. The details of the service varied. Sometimes the initiate was let off with a song, at other times he had to copy all the poses of famous pieces of sculpture until he assumed one that bore some resemblance to the thing he was aping; in all cases, though, after the stunt was performed, the custodian of the sacred ink-pot would approach, while the honorable secretary, dipping his quill in the mess, would mark the forehead or the breast of the neophyte with a skull and cross bones, and the letter S. Before congratulations were in order, though, the young man would have to place his right hand on Webster's Dictionary, a copy of which was always carried about by an acolyte, and solemnly swear not to divulge the secrets of the great society. The services usually took place on the first Saturday night of the year, and lasted quite late into the night. The last thing on the program was invariably the same, year after year. Some one would lasso the chimney on the Major's kitchen and all taking hold of the rope, would pull with might and main. But, apparently, it was never pulled down. Either the bricks held too well, or the noise and commotion made by the seventy or more boys gathered in the open, caused the school authorities to rush to the spot and disperse the crowd.

The men who lived in Commons had more real, downright school-life and fun than men living in boarding-houses. But it would be giving only one side of the story if merely the buildings were described and the pranks recounted. The men living in Commons were the only ones who occupied school rooms that had been inhabited by former boys, who had studied in the school, gone out into the world, lived men's lives, and died men's deaths. There were spirits in those rooms. They came sometimes and laid their hands on the shoulders of the young students. They inspired them with a love for the best traditions of the school, which the boys in their best hours prayed they might be able to uphold. There were lessons studied and learned, there were battles fought and won, in these rooms; there were friendships formed that lasted all through the years,—and then there were the sunsets!

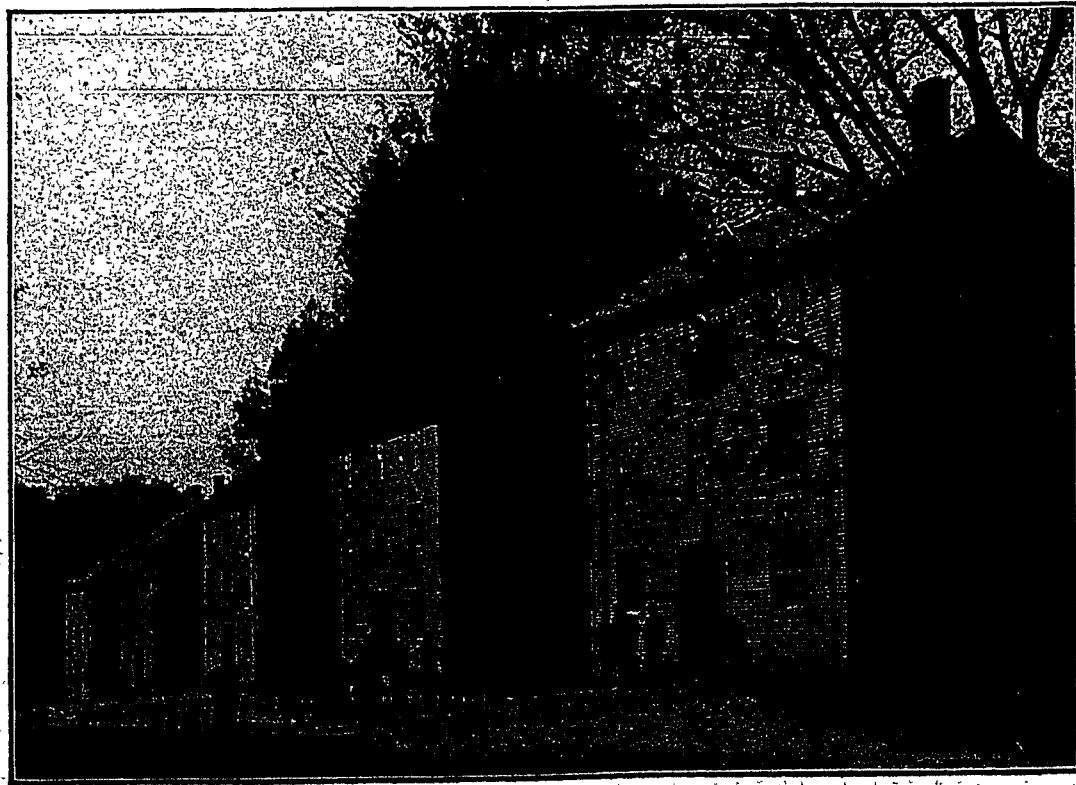
Gibbon says that the Emperor Julian "inviolably preserved for Athens that tender regard which seldom fails to arise in a liberal mind from the recollection of the place where it has discovered and exercised its growing powers." The old Latin and English Commons can hardly be compared to the stately temples of Athens, and the general run of Commons men did not possess the graceful culture and refinement of Julian, but they have felt in the past, and still do feel for the old buildings that are gone, a very tender regard, and a good deal more.



Latin Commons.



John Phelps Taylor Hall 1913



English Commons.

front of one or another of the houses.

Most of the fellows living in Commons ate at the Major's, where for \$3.00 a week they tried to keep their souls from drifting too far from their bodies. Whenever they were indisposed enough to keep to their rooms some friend would bring them a basket, with a little cold nourishment inside. But lest too much sympathy be aroused in their behalf, it might be said that there was no medicine-man on the faculty to make the rounds of the beds of pain every morning, and so nine-tenths of the time, illnesses occurred when fellows were sick of algebra or lame in Greek. There were always a number of students who, in spite of the rules forbidding it, boarded themselves. Some of those who did this fared pretty well, for a small expenditure of money, but others nearly starved themselves. One young Englishman who was very poor bought oatmeal in bulk, boiled it, and ate it without milk or sugar. He was able in this way to keep his board-bill down to about thirty cents a week.

There was very little supervision over the fellows rooming in Commons. Occasionally an instructor would have a room in one of the buildings, but quite often, for a

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All Alumni communications should be addressed to the Managing Editor, 6 Andover Cottage, Andover, Mass.

Terms: \$2 per Year. Single Copies, 5 Cts.

Entered at the Andover Post Office as second class mail matter.

THE ANDOVER PRESS

October 11, 1913

The *Phillipian* wishes to thank the several members of the Faculty who have contributed time and who have given many valuable suggestions in putting out this issue. We also wish to thank Prof. John Phelps Taylor for his excellent article on Mr. Melville C. Day, and Mr. John C. Angus for his interesting account of the "class game." We also are indebted to the various other people who have given pictures from which the cuts in this issue were made.

Old-Time Sports

This afternoon there will be held on Brothers Field an exhibition of "old-time sports." Following are the events and the list of entries:

GREASED POLE CLIMB

1914—Morehead, Newton, Erving.
1915—Appleby, Brinkerhoff, Elwood.
1916—Abbott, Kayser, Barber.
1917—Stearns, Dole, Spencer.
Manager, E. J. Winters, 28 Day.

POTATO RACE

1914—Brayton, Lovett, Paradise, Lansing.
1915—Harris, Prescott, Davison, C. T. Langdon.
1916—Moore, M. S. Gould, Kilburn, Weston.
1917—P. M. Stearns, C. M. Dole.
Manager, J. L. Hyde, 21 Bartlett.

WHEELBARROW RACE

1914—Paradise and Paradise; Woolley and Macfarlane.
1915—Armstrong and Davison; Prescott and Appleby.
1916—Bressler and Brooks; Weston and Lancaster.
1917—Stearns and Spencer.
Manager, Larry Powers, 1 Phillips.

TUG OF WAR

1914—Cole, Corry, Balch, Bevins, Crawford, St. Hill, Casey, Lansing, Reed, Covell, Seiler, Howe; Leonard, Dillman, Poole, Taylor, Paradise, Newton, Paradise, Lund, Lunt, Brayton, Haskell, Moorehead, Cabot, Armstrong, Allen.
1916—Buckle, Dennett, Doyle, Newton, Rosenbaum, Killam, Williams, R. Thompson, Watkins, W. H. Russell, A. H. Russell, Swift, Cushman, S. Gould, D. West, Moore, Hazen, Sharp, Langdon, Barnes, Abbott, Clark, Harrower, Hartley, Hamlin.
1917—Lunt, Parshley, Spencer, Alvord, McLanahan, Yung, Goldsmith, Martin, Hughes, Fish, Farnsworth, C. H. Smith, Warner, Brown, Booth, Hager, Woods.

"Notes on the History"

(Continued from page 2)

single pieces, and the exercises not to exceed the limits of two hours." The reform movement was further carried out on July 8, 1880, when a resolution passed:—"That scholars be prohibited from exercising themselves in any wheel, called a federal balloon, fandango, or by any other name."

On August 23, 1808, it was voted:—"That Mr. Newman be requested to prevent the students from being credited by any of the shop keepers in this town."

Of the later entries, perhaps the most interesting is the following passed on August 21, 1827:—"Voted, that the Trustees will dispense with the provision of wine or spirits for their entertainment at their meeting."

With the accession of the famous "Uncle Sam" Taylor, the modern era of the school really begins. There is little space here, however, to do more than mention the important events of his administration. In 1842 the so-called Teachers' Seminary, founded in 1830 as a kind of Normal and Agricultural school combined, was merged in the parent Academy as the English Department, devoted mainly to the study of the sciences. This important linking together of two separate institutions had an immediate effect, not only in doubling the number of students, but also in broadening the curriculum. Dr. Taylor was a stern, dogmatic type of man, and his methods were sometimes resented by mature pupils; in 1846 the so-called Catalogue Rebellion marked a vigorous revolt against his authority; and again, in 1866, a large body of students left the Academy rather than submit to his domination. He died suddenly in 1871, in the vestibule of the Academy Building.

Dr. Taylor was the product of his own age; with the stimulus given to education by the installation of President Eliot of Harvard, Phillips Academy needed a Principal of a more progressive type. Mr. Frederick W. Tilton came for two years, and accomplished much during his brief administration; then came Cecil F. P. Bancroft, who with tact, discernment, and energy, modified the curriculum to suit modern requirements, collected an able and aggressive Faculty, and gave the impetus to many of the most desirable recent changes in administration.

He was followed, as we know, by Alfred E. Stearns, who, in the decade of his work, has, perhaps, been responsible for more improvements, more consistent progress, and more rapid expansion than any one of his predecessors. It is unnecessary here to draw attention to the marvellous development of the material resources of the Academy; to the steady advance in scholarship and intellectual activity; to the general healthy school spirit which now pervades the institution. Phillips Academy is to-day better equipped for successful work than at any time in its long history; and the ideals of the Founders have been admirably adapted to the life of the twentieth century.

In hasty fashion we have touched upon some important events in the history of Phillips Academy. What has been said is enough, perhaps, to prove that we may well be proud of our association with this venerable school, so old and yet so young, its roots firmly fixed in the past, but with a glorious future before it. May we add, addressing her in the words of Dr. Oliver Wendell Holmes:—"Long may nobler manhood draw its life from thee!"

The Old Time Class Game

As a substitute for the barbarous and dangerous cane rush there was inaugurated in the late nineties in the school athletic calendar an annual baseball game called the "class game," fully as barbarous and surely as dangerous. This game, played in the spring, by nines representing the two middle classes, was more or less a ball game, and most decidedly more than less a rough free-for-all scrimmage into which the entire student body hurled itself with happy and hearty abandon. The plan of this battle varied in slight detail from year to year, but the present undergraduates may gain a fair idea of this ancient event by a description of the game played in 1899.

Early in the spring the captains of both teams called for candidates for their nines, and for several weeks, practice was held daily and on half-holidays games were played with other teams. The managers and their assistants in the meantime had canvassed the classes for funds to purchase complete playing outfits. So on the day of the game the teams appeared on the field neatly equipped and fairly well trained.

But the game itself proved but an excuse for a school battle royal. The day previous the excitement broke out and manifested itself in encounters between small groups in various parts of the town and mainly in and about the premises of the long-suffering "Chaps." The Seniors threw their sympathies with the Junior Middle class, and the "preps" took sides with the Middlers, so that the entire school had the opportunity to display partisan spirit. The preliminaries this year included the kidnapping of the pitcher slated to occupy the box for the Middlers, and this team as a consequence was heavily handicapped.

When the game opened, the student body was lined up against the third-base and first-base lines, every man in sweater and old clothes—football togs preferred—and each had armed himself with some form of ammunition whose varied assortment included cannon crackers, bags of flour, pails of water, ancient eggs, and lumps of turf. Behind the first base was placed a cannon. The method of procedure was as follows: when their team was at bat the crowd along first base bombarded the players in the field, especially and particularly the first baseman, who was assailed in fearful fashion in order to hamper his playing. Then when their team was in the field the first base crowd devoted their attention to the batters and base-runners. This same condition of affairs obtained along the third-base line, so that the game went along in a constant fusillade.

After each inning the occupants of the base lines swept over the diamond in a wild rush, and a great rough-house followed. Sometimes a combatant lost his head in the excitement and would hit out a bit too strongly, and one man went so far as to club a few heads with the cannon ramrod, but this was the exception. Inning after inning these tactics were followed through the long-drawn-out contest until players and followers were completely fagged.

As for the game itself played under such conditions, little need be said. The errors were of necessity very frequent and the score was large, but no one cared very much, for the game served its too evident purpose.

Like many other rough contests that obtained as yearly customs in various schools and colleges, the "class game" has long since been abolished, and the school is well rid of such a contest.

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NOTICES

All fellows, both new and old men, who have not already secured their grill buttons, will please do so immediately. Members of the committee, Baldrige, Grant, and Duby, will be in the grill every evening between 6.30 and 7.00 o'clock, so as to give everyone a chance to secure these buttons.

The grill will be open from 8.30 a.m. until 10.30 a.m. Sunday morning, October 12.

A call has been made for assistant managers of the soccer team, a position open to 1915. Names must be handed in to Jack S. Raymond, Carter House, before Tuesday noon.

Extra editions of last week's student list can be obtained for five cents by applying for them at the *Phillipian* office after twelve o'clock on Saturdays and Wednesdays, or at Andover 6.

Memorial Wreath to Samuel Phillips

Yesterday morning in chapel a collection was taken from the student body for the purpose of getting a wreath and placing it on the grave of Samuel Phillips in the cemetery of the South Church. A committee was appointed, and the wreath was placed on the grave yesterday.

NOTICE

Orders for Yale, Harvard, Princeton, Dartmouth, Cornell, and Williams 1914 calendars should be given before Saturday night to
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Wednesday's Football

Both the class football games which were played on Brothers Field Wednesday were marked by plenty of spirit. The teams have now come to the point where they know the game, and consequently some good football was shown.

In the first game, between the Seniors and the All-Stars, 1914 won by the score of 13 to 6. As usual the All-Stars made their gains by forward passes. West got several long passes which netted the Stars large gains. In the first quarter Hunne- man received a pass from West and then ran five yards for a touchdown. West failed in an attempt to kick the goal. In the second quarter West got the ball on the kick-off and ran 40 yards, but just when things looked bright for a touchdown time was called.

Very soon after the second half started, the Seniors rushed the ball down near the line, and then Shattuc was sent over for a touchdown. The score was now tied, 6 to 6. In the same quarter Chapin intercepted West's pass and ran 60 yards for a touchdown. Likins kicked the goal. The summary:

1914
Grant, le.
Cole, lt.
Cabot, lg.
Lunt, c.
Ryan, rg.
Taylor, rt.
Likins, re.
Clarkson, lhb.
Chapin, rhb.
Shattuc, qb.
Hyde, fb.

ALL-STAR
le. Allen
lt. Carpenter
lg. Casey
c. Whittlesey
rg. Burnham
rt. K. Adams
re. Buckle
lhb. Hunne- man
rhb. Hartley
qb. Lennon
fb. West

Touchdowns, Hunne- man, Shattuc, Chapin. Goal from touchdown, Li- kins. Referee, Dr. Page; umpires, Powers and Sands. Head linesman, Lansing; linesmen, Woolley and El- sas. Time keeper, Lansing. Time, 8-minute quarters.

In the second game 1916, who have been unbeaten this fall, suffered de- feat at the hands of 1915. It was a very close game, the only score being made in the last part of the fourth quarter. Perkins got a pass from Young and went over the line for a touchdown. The lineups follow:

1916
Gleason, le.
Sanborn, lt.
Wolfe, lg.
Barnes, c.
Gallagher, rg.
Hamlin, rt.
Weston, re.
Hanson, rhb.
Gould, lhb.
Ashley, qb.
McManus, fb.

1915
le. Thompson
lt. Fellowes
lg. Conway
c. Callahan
rg. Burnham
rt. Avery
re. Cullom
rhb. Sayle
lhb. Waring
qb. Young
fb. Perkins

Touchdown, Perkins. Referee, Dr. Page; umpire, Sands; head linesman, Lansing; linesmen, Roger Woolley and Elsas; timekeeper, Lansing. Time, 8-minute quarters.

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Advisory Board Minutes

Meeting held September 27, 1913, at 7:20 p.m. in Advisory Board room. All present. Financial condition of the swimming pool thoroughly dis- cussed. Decided to make a canvass of the school in order to raise \$4000 and thereby pay off part of the \$12,000 debt on the pool. Canvass- ing committee to consist of the Ad- visory Board and captain and man- ager of the swimming team.

Motion made that L. B. Powers, manager of the swimming team, present the matter before the school. Seconded and passed. Meeting ad- journed.

Respectfully submitted,
JACK S. RAYMOND, Sec.

Meeting held October 1, 1913.

Meeting held at 2 o'clock. All present except Duby.

The following men were passed on as candidates for assistant managers of the baseball team: K. W. Adams, N. Armstrong, F. B. Avery, D. Burn- ham, C. B. Cullom, G. D. Flynn, F. S. Lennon, R. F. Makepeace, J. H. Smith, G. R. West, and W. Williams.

Meeting adjourned.

Respectfully submitted,
JACK S. RAYMOND, Sec.

Football Squad Chosen

Following is the list of men picked for the football squad:

Murray, Baldrige, Taylor, - Cole, Paradise, Perkins, Cullom, Avery, Hutt, Journeay, Gould, Hamlin, Young, Gleason, Guppy, Sanborn, Sands, Eadie, Newton, Wolfe, Shat- tuc, Chapin, Lunt, Carey, Clarkson, Hansen, Ashley, Casey, Burnham, Jones, Macrae, Sheehan, Grant, Wes- ton, Fellowes, Cabot, Paradise, Dyer, Sager.

Football Schedule

The football schedule for 1913 is printed below:

Oct. 18. Harvard 1917 at Andover.
Oct. 22. Cushing at Andover.
Oct. 25. Dartmouth at Hanover.
Nov. 1. Yale 1917 at Andover.
Nov. 8. Exeter at Exeter.

Yesterday's Scores

1915, 7; Free Lances, 3.
1914, 6; 1916, 0.

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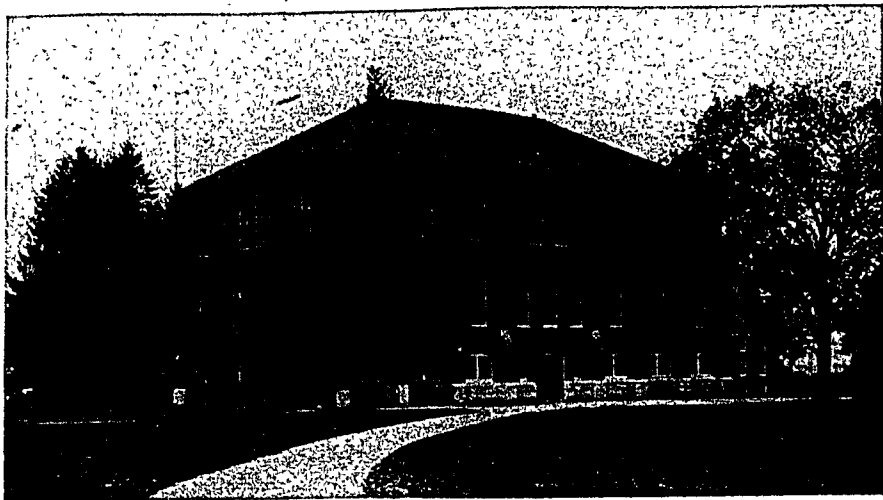
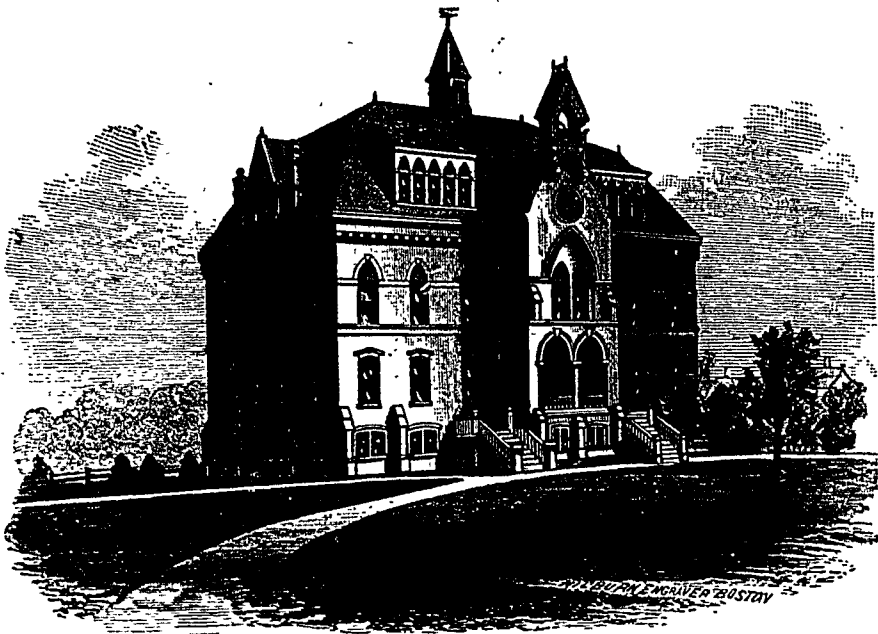
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Cecil F. P. Bancroft

Dr. Bancroft became principal of the Academy in 1873 and devoted the rest of his life to its interests. He died in 1901 after a long and most successful administration of twenty-eight years, more than one-fifth of the entire life of the institution. He came to the Academy when thirty-four years old, fully equipped by education, experience, and temperament to guide its course through the most critical period of its history. His education had been broad and thorough. He graduated from Dartmouth in 1860. The next four years he was principal of an academy at Mt. Vernon, N. H. In 1864 he began the study of divinity at Union Theological Seminary and graduated at the Andover Theological Seminary in 1867. While a student here he taught in Phillips Academy as an assistant to Dr. Taylor, upon whose recommendation he was chosen as principal of an educational institution on Lookout Mountain which had just been founded for the education of southern whites. After five years, he resigned and spent a year at the University of Halle in Germany. While in Europe he was elected principal of Phillips to succeed Mr. Tilton.

He found a school of two hundred and thirty-seven students and a faculty of eight, crowded in what is now called the "Main Building," with the time-worn Commons the only dormitories. The Academy was overshadowed by the thriving and famous Theological Seminary, which absorbed for many years the interest and care of the common board of trustees.

The reputation of the Academy was almost its only endowment and that reputation had grown around the commanding personality of Dr. Taylor, whose sudden death in 1871 left the school in a precarious position. With Dr. Taylor the old An-

dover had died and no one could foresee the splendid day that was about to dawn. The new Andover was still below the horizon. It fell to Dr. Bancroft to broaden the foundations and on those foundations to erect a more harmonious structure.

untiring efforts. Graves Hall, Andover, Eaton, Draper, and Bancroft Cottages, the Seminary Church, the Borden Gymnasium, the Archaeology Building, the Alumni Club stand as memorials of his persevering energy. His greatest success was shown in

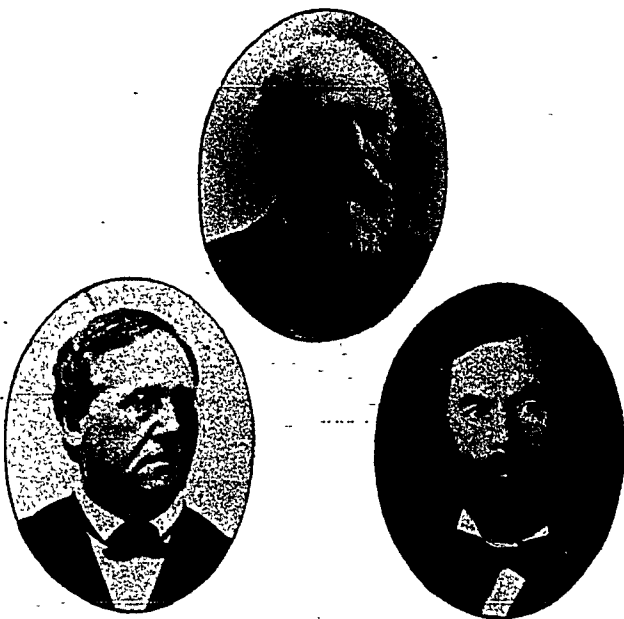
Erasmus of that stage in the history of the school. The Academy passed under his control when the universities were coming under the influence of the new scientific culture. The college curriculum was being widened. President Eliot was trans-

schools. College entrance examinations had been but recently instituted.

It was fortunate for Phillips that her affairs were in the hands of one who was in close sympathy with the new movement and who was able to anticipate the new requirements of the universities by the introduction of new courses into the curriculum, which had remained practically unchanged since 1843. It had consisted almost solely, on the classical side, of Greek and Latin and Latin and Greek. "Mathematics had been slighted, physical sciences, modern languages, history, the study of English, were never heard of."

It was Dr. Bancroft's task to broaden the curriculum and bring it into harmony with the new and increasing demands of the colleges.

During the first four years of the new regime the attendance steadily declined to one hundred and seventy-seven in 1877, the lowest number in the history of the school since 1843. The following year came the celebration of the centennial of the Academy which proved to be the turning of the tide. In the enthusiasm of the anniversary, an endowment of \$150,000 was raised which gave new confidence and courage to the friends of the school. In this year the Alumni Association was organized. From that time, the growth of the Academy was steady. New buildings were erected, the faculty was enlarged, and the attendance increased, reaching five hundred and twenty-four in 1896. Dr. Bancroft had the distinction of sending more boys to college than any other American teacher. The five thousand students who carried the high ideals of Andover life and scholarship into so many higher institutions of learning spread wide the reputation of the Academy, and carried with them in their future careers as an inspiration for their own greater usefulness the memory of the unselfish devotion, the high courage, and the broad sympathy of Doctor Bancroft.



PRINCIPALS FROM 1838 TO 1901

SAMUEL H. TAYLOR
1838-1871

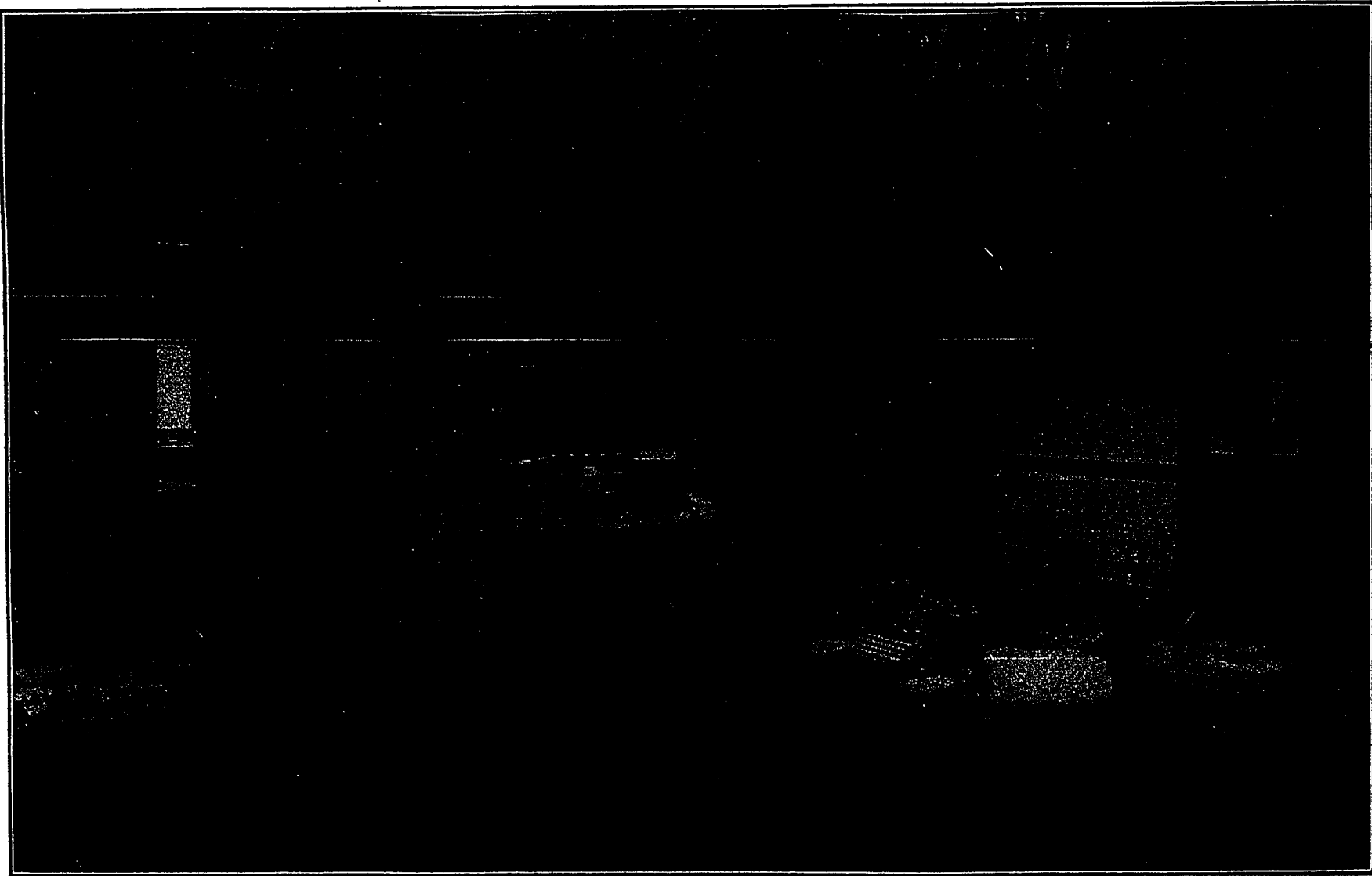
FREDERIC W. TILTON
1871-1873

CECIL F. P. BANCROFT
1873-1901

He set himself the task of increasing the material equipment of the school, and the several buildings which were erected in the years of his administration testify to the success of his

his skill in piloting the Academy through the transitional period when the scholasticism of the sixties was breaking down before the latest revival of learning. He was the

forming Harvard. A wider intellectual enthusiasm was in the air. New courses were introduced into the college curriculum. More work was thrown upon the secondary



MAIN OFFICE, ADMINISTRATION BUILDING

Melville C. Day, Donor

When I entered Phillips Academy, at the age of ten, Melville C. Day was thirteen. Not yet had he left his native city of Biddeford, Maine. He was still under the roof of his vivacious mother, who lived to be almost a centenarian. On farm and in shop he was honoring his austere, sturdy, and conscientious father. Five years later I met him, for the first time, in the class-room of Prof. Charles M. Mead, afterward one of the revisers of the Old Testament, then Dr. Samuel H. Taylor's assistant teacher in Latin and Greek. To his dying day Mead praised the penetrating insight and commanding range of Day's mentality.



My first call on this eager intellect found him, of a Saturday afternoon, in his Commons room, delving over Virgil. Yet he imbibed English like water. Addison, Johnson, Burke became to him household words. From the library of Philo, he mounted, thanks to Dr. Taylor's courtesy, to the library of the Seminary. And he made the most of the well of English undefiled of which Professor Park was then the past master. As president of Philo no member of the class wielded a racier pen or shot a more sinewy speech than his. He was an indefatigable student of words. He was a debater with a rapier thrust. Cook, Park, Stewart, Emerson were his only peers.

My honored father, then Treasurer of Phillips Academy, and one of the examiners in the school, marked Day's mental and moral leadership. He picked him out for my roommate at Yale. At the semi-centennial of the Seminary in 1858 he invited his son's eloquent classmate to be present. And present he was that hot August day of the successful laying of the Atlantic Cable when William Adams, golden-mouthed son of Principal John Adams, told of his experiences, a boy of twelve at Andover, listening to the trial sermons of fledgling divines in the first Chapel of the Seminary—now the southwest room of Phillips Hall, and but yesterday the John Wesley Churchill memorial. Day and I had united with the Seminary Church the preceding spring, in what is now Pearson Hall.

During four happy and hurrying years we were chums beneath the elms of Yale. I came to know the fascinating companion, the tireless worker, the sparkling wit, the upholder of law and order, the abominator of shams, the seeker after truth, the inquirer into causes and rights, the aspirer after manliness and honor, the resistless energy, the radiant generosity, the sweet nature, the iron will, the sunny optimism, and the patriotic democracy of one of the most popular men our Alma Mater ever graduated. Of course, such a man took the palm when the question for prize debate was, "Ought a lawyer to defend a client whom he knows to be guilty?" Just as fifty years later his pungent argument drew from President Hadley the public admission that the class of 1862 had made the largest gifts in money of any class from the beginning at Yale.

Day was a born lawyer. He proved it in private office and once more in Harvard Law School. Yet again in 1875 when he shot like an arrow to St. Louis. Seeking the ablest and most influential of legal firms he knocked at their gate, only to be refused admittance. Nothing daunted, the young advocate flung out his own shingle, to be sought in turn by his disdainful rejecters and invited to partnership on his own terms. Not till 1882 did he cease to be General Counsel of the Missouri Pacific Railway in his western home, friend of capitalist and laborer alike. That year he moved to New York City. Thenceforth he was in charge of momentous and remunerative litigation for and against the great lights of the American Bar.

It was in 1891, the fortunate year, when Charles Henry Forbes was elected Professor of Latin on the John C. Phillips foundation, that I wrote to Day, by this date a man of wealth. I did not ask him for a cent. But I portrayed the needs of Phillips, with a sigh that the college seemed to shut out the school from the purses of its alumni. Not many days afterwards, Principal Bancroft came to me with a smiling face, Day's letter in his hand with Day's gift of \$8000.00 for Taylor Cottage. Before the building was complete, while the giver was my guest, Dr. Bancroft brought down a band of serenading students. "Day! Day! Day!" they shouted insistently. As insistently he remained silent. He was hardly more embarrassed at the South Church next day when the graduating Fem Sems trooped singing past—like so many vestal virgins—into Parson Phillips's sanctuary. By 1906 Day had given to Phillips Academy more money than the three original founders combined. Yet not till 1911 did he permit his own name to be associated with a Building. The Trustees pleaded in vain. At their instance I seconded their motion. "Who knows that Day Hall a century hence may not be linked with Jeremiah Day, an early visitor, or with Charles Orrin Day, a shining light of the institution?" I asked. Thus screened, his modesty succumbed to the distinction.

Under Principal Stearns this secret and munificent benefactor has gone spontaneously and sagaciously on. To-day, October 10, 1913, the dazzling donations up to 1902 have been more than quadrupled. In the aggregate, one individual's benefactions exceed the value of the entire Seminary Purchase, totalling a quarter of a million dollars actually in hand.

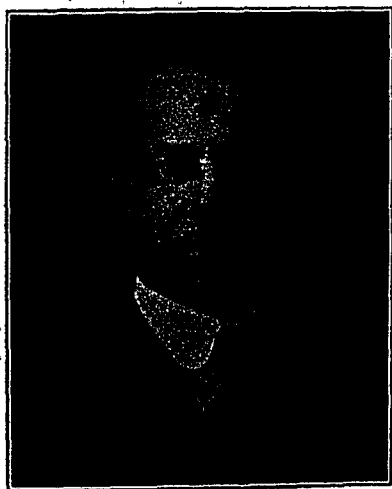
The John Phelps Taylor Hall is Mr. Day's latest noble present. It adds architectural graces to the preceding dormitories—Taylor, Eaton, Bancroft, Day, and Adams—graces inspired by the Acting Principal of 1912-1913. It opens its doors to thrice the number of students that assembled in the old carpenter shop April 30, 1778. It welcomes with his bride, an accomplished instructor in public speaking and debating. It houses the instructor in English, whose brilliant historical discourse of Tuesday last held the school spell-bound and whose work, aided by his charming wife and little Johnny, will be along lines most congenial to our donor, who ranks with Robert Singleton Peabody of the class before him, as a benefactor of the Academy. It is almost as if Mr. Day had crossed the sea—traveller that he is since 1882—and encamped on Andover Hill near the spot where Moses Stuart, pastor of the Center Church, New Haven, father of Hebrew literature in America, grandfather of Elizabeth Stuart Phelps, poet and author, lived for more than forty years.

In gratitude to my old chum and to Almighty God, I pen these words. Mr. Day's photograph, just sent my wife, is in the *Phillipian*. The portrait in oil to be presented by his class you may see in the office of the Principal. Something of him in pose and costume and expression are there. But the spirit of the loyal alumnus, the unfailing friend, the courtly gentleman, the progressive and philanthropic educator is on Andover Hill. To his foreign home—"the Excelsior"—in the eternal city, let this message go out from his dear old school—"Serus in caelum redeas!"

JOHN PHELPS TAYLOR

Professor Henry Solen Graves

Professor Henry Solen Graves is president of the Alumni Association of the school. He graduated from Andover in 1888 and received the degree of A. B. from Yale in 1892. He studied Forestry at Harvard and the University of Munich, and received the honorary degree of A. M. from Harvard 1901. He was Pro-



fessor of Forestry and head of the School of Forestry at Yale from 1900 to 1910. He was made chief of the Forestry service, a position which he now holds, in 1910. He has written several books and magazine articles.

Robert Singleton Peabody

The Founder of the Archaeology Department of this Academy was born near Zanesville, Ohio, June 12th, 1837. He was graduated from Phillips Academy in June, 1857, and delivered the valedictory address. He entered Harvard in 1857, but, owing to sickness, joined the class of 1862. In 1864 he graduated from the Harvard Law School and settled in Rutland, Vermont. November 7th, 1886, he married Margaret A. Goddard, of Zanesville. He was frequently in Europe and enjoyed the distinction of being the favorite nephew of George Peabody, the famous philanthropist.

He settled in Germantown, Pennsylvania, on returning from Europe, and resided there up to the time of his death, October 1st, 1904. As a boy Mr. Peabody was greatly interested in archaeology and gathered



many specimens on his father's farm. He began correspondence with Mr. Moorehead in 1894, and in a short time he had Mr. Moorehead collecting specimens for him throughout the United States. In 1901 Mr. and Mrs. Peabody founded the Archaeological Department at Andover. On the death of Mrs. Peabody, funds were available to carry out the wishes of the Founder with reference to archaeological research. Mr. Peabody is the largest benefactor the school has had in all its history. No picture is in existence of Mr. Peabody during the latter years of his life. This portrait must have been taken about 1885.

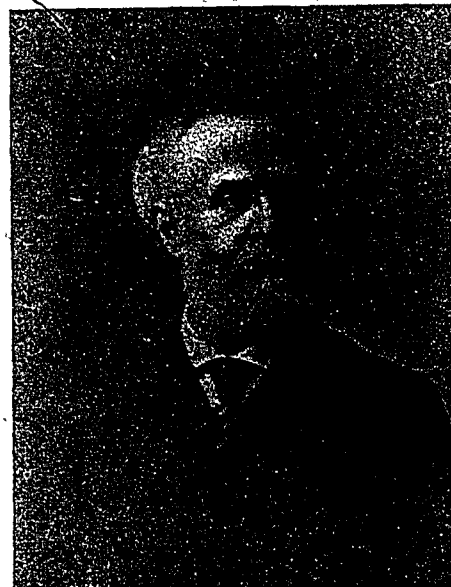
The Department has carried on extensive work in exploration throughout New England, has published a number of bulletins, and has extended its influence until it is known throughout the world. Out of the four hundred or more institutions in the United States this Department certainly ranks eighth, and possibly seventh, being exceeded only by museums or archaeological institutions in the great cities.

The aim of the Department is to study and preserve data and objects left by the early Indian tribes of this country, and its work along those lines has been eminently successful.

The Founder wished to increase the social activities of the student body and to furnish them a common and suitable meeting place. Although the basement of the present Archaeology building is sorely needed for the exhibition of specimens, yet it is set aside in order to provide a social center for Phillips Academy, and as such it has been a remarkable success and exceeds anything of similar character to be found in any other preparatory school in the United States.

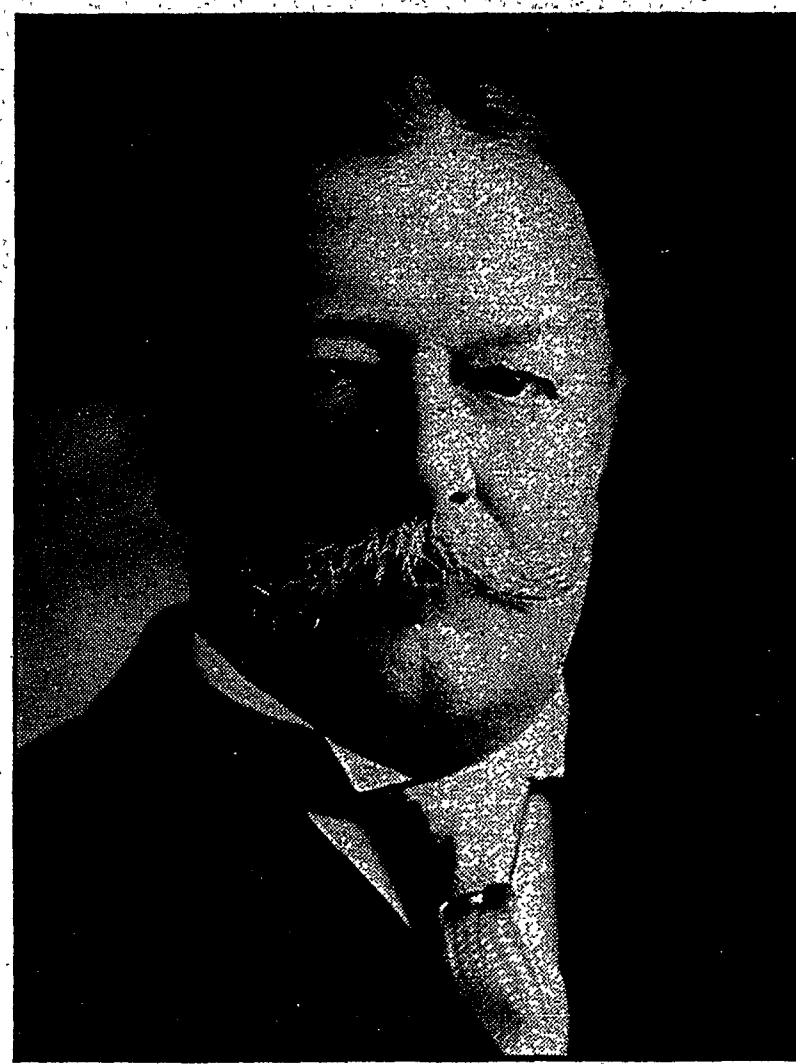
The Archaeology Department owns 81,000 specimens, and has a library of over 2000 titles.

The Director and the Curator have published many articles and reports, and they hold membership in numerous scientific associations here and abroad.



GEORGE B. KNAPP

Who Presented Brothers Field to the Academy as a Memorial to His Brother.



HON. WILLIAM HOWARD TAFT

Orator of the Day

Phillips Academy as an Educational Institution

The substantial and permanent achievements of an institution are not generally those most conspicuous to the public at large. Material changes are at once apparent to all. Athletic successes or reverses are promptly advertised through the medium of the daily press. But what is being done for the mental and moral development of the students in our schools and colleges is not generally fully recognized or appreciated except by those who are in close touch with the serious business of these institutions; and yet it is here that real and lasting values are chiefly to be found.

The founders of Phillips Academy very definitely stated that the main business and purpose of their school should be the forming of character. And they made it clear too that true character, as they viewed it, was composed alike of mind and soul. The school, therefore, was to concern itself above everything else with the task of developing and strengthening the minds and morals of the youth committed to its care. Through its long history Phillips Academy has undertaken to the best of its ability to realize in its work this great aim. Passing years, with the changing conditions they have brought, have rendered it necessary that this central problem should be viewed from different angles and approached in different ways. Yet the main idea has always remained the same; and one purpose has dominated the thought and effort of those who have been called upon to guide the destinies of the school.

In the early years of the Academy's

life the personal element was strong. The principal was practically supreme. He was the administrator, the teacher, the pastor. Almost unlimited powers were in his hand and such success or failure as characterized his administration could be largely and fairly attributed to him. In more recent years, notably under the able leadership of Dr. Cecil F. P. Bancroft, the earlier scheme underwent striking modifications. Not only was the faculty increased in size, but much larger responsibilities were placed upon the shoulders of the individuals who composed it. The principal remained still the dominating force and his influence was everywhere felt; but much of this force and influence was exercised through delegated representatives. And today this significant development has been increasingly marked. With students and dormitories multiplying steadily, the tendency has become more pronounced to divide the student body into groups and to delegate to individual instructors larger responsibility and greater power in dealing with the various group members. And still more the growing material equipment—the library, the chapel, the gymnasium and playing fields, the infirmary, the dining hall, and even the new Union, all have been so worked into the common scheme as to increase and strengthen their contribution to the general welfare. Each and all are powerful factors in developing the minds, the morals, and the bodies of those who are privileged to enjoy them.

How far Phillips Academy has realized these ideals the records of its thousands of graduates bear striking testimony. By the leading colleges, universities, and scientific schools, especially of the East, Andover men have been gladly welcomed; and they have always been noted for their thorough scholarship, self-reliance, and moral force. And the hundreds who have been denied the privileges of the higher institutions have found their training at Phillips Academy no mean substitute for that supplied their mates who have been able to go on with the higher work. In those colleges to which Phillips Academy has sent her graduates, far more than the usual proportion of positions of responsibility and leadership have fallen to her sons.

Thoroughness has always been one of the chief characteristics of the Andover training. The school, as its catalogue well states, is not the place for boys who are lacking in self-control and serious purpose. Hard and conscientious work is demanded of every student who retains his connection with the school and who carries away with him at the close of his course the coveted diploma. He who claims the distinction of being an Andover man must have first trained his mind to faithful effort, tested his moral fibre, and developed under wise but not too paternal guidance the resources of his own character. Such is the type of education that the founders of Phillips Academy desired that their school should supply; and through its one hundred and thirty-five years of existence that type of education has been consistently furnished to the youth who from every state in the Union and from many lands beyond the seas have gathered in these historic halls.



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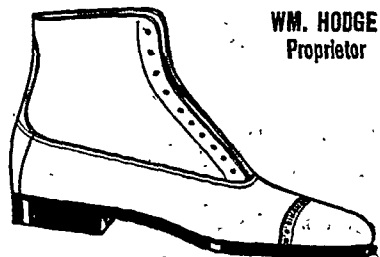
Music Notes

The prelude at the morning service to-morrow will be Bach's Prelude in e flat. The choir will sing Stainer's "I am Alpha and Omega." At Vespers the prelude will be Stainer's Fantasia in e min. As offertory, Howe will play Borowski's "Adoration."

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Mass Meeting

Last night the school assembled in the gymnasium to hear some speeches, sing Andover songs, and give the cheers. The band was there and added much to the enjoyment of the evening.

Dr. Stearns introduced James H. Horne, a graduate of this school, and now principal of the Lawrence High School. Mr. Horn said that the need of the country to-day was for leaders, and that Andover was giving the world just such men.

Next Dr. Stearns said that while visiting one of the English public schools last spring he was reminded of Andover because the band played "The National Emblem" march. He called for No. 5 in the Red Book and the band responded nobly. The fellows couldn't keep quiet, so a dance around the gym ensued.

Dr. Stearns then introduced Hon. John N. Cole, who urged the fellows to remember that while leaders were needed, the man digging the ditch should not be forgotten, for he is a very necessary member of society.

More songs were sung, and a hearty cheer given for Prof. John Phelps Taylor, who responded with a short speech.

The evening closed with the band again playing "The National Emblem" and several of the fellows dancing.

Swimming Pool

This afternoon immediately following the field sports, the pool will be open to visitors, and a short program of exhibition swimming and diving will be given by the members of last year's Varsity team, and some other men of the squad. If enough can be secured, the customary Saturday water sports will be run off at this hour, and all men who have swimming suits should report at the pool, following the sports at Brothers Field. No man will be allowed in the pool without a suit. In the morning the pool will be open from ten to eleven o'clock for swimmers; at other hours visitors will be allowed to go into the pool building.

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