1975

Selected Student-initiated Change at Harvard University, 1725-1925

Paul Hartman

Loyola University Chicago

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SELECTED STUDENT-INITIATED CHANGE

AT HARVARD UNIVERSITY

1725--1925

by

Paul T. Hartman

A Dissertation Submitted to the Faculty of the Graduate
School of Loyola University of Chicago in Partial
Fulfillment of the Requirements for the
Degree of Doctor of Philosophy

June

1975
In 1725, student life at Harvard--by our standards--was a dreary round of prayers, piety, and memory work for class recitations. Discipline was strict, there was little time for recreation, and there were no known extracurricular activities.

This study documents twenty-three student-initiated changes brought about by student efforts, changes that enriched student life and later helped to broaden the curriculum. Only the first innovative idea of each of several categories was studied and proved to be of student origin at Harvard. Each of these opened the way for many similar extracurricular activities to follow.

Throughout the two centuries studied, 1725-1925, the students were being innovative and, then as now, they should be listened to carefully by college faculty and administrators. The students' ideas were usually from twenty to fifty years ahead of those of their elders. By persistent effort they brought great change to Harvard and to both the academic and the extracurricular life of the students.

Following is a descriptive list of these innovations, arranged chronologically.
### STUDENT INNOVATIONS AT HARVARD, 1725--1925

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The staff of Harvard University Archives, under Dr. Harley Holden, Curator, was very helpful during the research phase of this study. Grateful thanks are also extended to the Dedham, Massachusetts, Historical Society, the American Antiquarian Society, Worcester, Massachusetts, and the Wheaton, Illinois, Public Library, for assistance rendered.

The assistance of the dissertation committee, especially the director of this study, Dr. John Eddy, was much appreciated. Others who served on the committee were Dr. John Wellington, Dr. Rosemary Donatelli, and Dr. James Russell. Guidance in the early stages was given by Dr. Roberta Christie, who could not continue due to illness.

Dr. Kenneth Saurman, Dr. Dennis Pad, Dr. John Eibl, our daughter, Dr. Barbara Hartman Eibl, and our sons, Donald and Bruce, provided suggestions and encouragement. The writer's wife, Phyllis, and her sister, Leanora Hannah, were also of great assistance.
VITA

The author, Paul Thurman Hartman, is the son of Paul Hartman and Ruth (Patterson) Hartman Wolfe. He was born 2 January 1917, in Wheatland Township, Will County, near Plainfield, Illinois.

His elementary education was obtained in a one-room country school, and secondary education at Naperville High School, Naperville, Illinois, where he was graduated in 1933.

He attended Joliet Junior College for one year, and received the degree of Bachelor of Arts from North Central College, Naperville, Illinois, in June 1937, with a major in Social Science. While attending North Central College he was active in three intercollegiate sports, was president of the Athletic Board of Control, Treasurer of the Campus Young Men's Christian Association, and a member of the Student Council and Varsity Club.

Northern Illinois University, DeKalb, Illinois awarded him the Master's Degree in Education (Guidance and Counseling) in August 1961.

From June 1937 through December 1948 he was a Youth Program Secretary in the Young Men's Christian Association in Chicago and Streator, Illinois; Jackson, Michigan; and Massillon, Ohio (with leave for twenty-six months to serve
as Pharmacist's Mate and Assistant Purser in the Merchant Marine during World War II). From January 1949 through August 1958, he was an Executive Secretary in the Young Men's Christian Association in Jacksonville, Illinois, and Central DuPage County, Wheaton, Illinois. When living in Jacksonville, he taught a course in social group work on a part-time basis at Illinois College.

In September 1958, he began a new career as a public school teacher. Since September 1959, he has been a teacher at Glenbard East High School, Lombard, Illinois. He taught in the English department for five years, and since 1964, has taught sociology, psychology, and modern issues in the social studies department.

He was awarded a sabbatical leave for the 1969-70 academic year, and began his doctoral studies at Loyola University, Chicago. His degree is from the Department of Guidance and Counseling, Student Personnel Work in Higher Education, with minors in Sociology and Counseling.
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CHAPTER I

SELECTED STUDENT-INITIATED CHANGE
AT HARVARD UNIVERSITY - 1725-1925

Statement of the Problem and Its Significance

Some college students have been portrayed by the public communications media and sometimes by more sophisticated journals as being prankish, irresponsible, impulsive, and in more recent times, as being anti-establishment, revolutionaries, and anarchists. Many persons would agree with these images, though only a small percentage of students would actually fit the above description. Today's college students might more accurately be described as being conservative establishment types rather than prankish, irresponsible, or revolutionary.

Little has been published about the important contributions of college students that brought about great changes in higher education, especially in student campus life, in the last several hundred years. A more complete and accurate historical perspective is needed. Such a perspective may help elevate the low public image with which much of the general public regards college students.
Knowledge of the many creative ideas of some of the students at Harvard University from 1725 to 1925 also may help present-day administrators and faculty of all colleges to realize the importance and need for serious dialog with students. They deserve to be listened to. To block students' creativity is to block social evolution.¹

**Purpose of the Study**

The purpose of this study is to research and document twenty-three selected student-initiated changes at Harvard University from 1725-1925.

Its purpose is also to show that, historically, students have been creative and innovative, and that they made themselves heard by college administrators and faculty.

A further purpose is to show that these student innovations brought about substantial changes in the campus "climate" or conditions of student life at Harvard from 1725-1925. This particular period of time is being studied for several reasons. It begins with 1725 because no student activities or innovations can be documented before that date. The writer felt that the most recent fifty years (1925-1975) would provide plenty of material for a separate study of this kind, and recommends this in the final chapter.

As these facts become better known, it is the hope of the writer that many college administrators and faculty will be more willing to listen to and discuss, explore, and give careful consideration to student-initiated innovative ideas in the future.

The attitude of the general public toward college students might also be influenced favorably. Generally speaking, it is the public's attitude toward college students and higher education, that determines if support for higher education is to be niggardly, adequate, or generous. This is true whether the support is to come from taxation or voluntary giving by individuals, foundations, or corporations.

Assumptions and Limitations

This study will deal only with major innovative ideas of Harvard students from 1725-1925 that helped to bring about change in student and campus life outside the classroom. No attempt will be made to study all of the student innovations of this period.

Innovations of faculty, college presidents, other administrators or other staff members, members of governing boards or Boards of Trustees, or alumni are beyond the scope of this study.

No attempt will be made to prove that students did not initiate certain changes, nor to prove that persons other than students did. Where no proof exists as to who
originated certain ideas, or where ideas seem to have evolved from the inter-group process involving other than students, such innovations also are not within the scope of this study. It is assumed by the writer that the Harvard archival organizational scheme is accurate, right, and proper, and that materials classified by the archivists as student activities were in fact student activities and not official university functions and programs initiated by university faculty or administrations.

Definitions and Important Terms

In this study the terms "originate," "initiate," and "innovate" are used synonymously as are "original," "initial," and "innovative." They are used interchangeably and refer to new ideas, new concepts, and new ways of doing things that might change or improve student life and/or student activities at Harvard.

"Student" means any person enrolled as an undergraduate student at Harvard full or part-time, except in one minor instance where a small group made up of both graduate and undergraduate students started a new idea and it cannot be determined who did in fact conceive the idea.

"Original sources" will be used to document innovative ideas wherever possible. This term means "a source that gives the earliest available information (i.e. the origin) regarding the question under investigation because
earlier sources have been lost."\(^2\)

"Primary sources" also will be used. A primary source "is the testimony of an eyewitness . . . of one who . . . was present at the events of which he . . . tells."\(^3\)

A "secondary source" is "the testimony of anyone who is not an eyewitness -- that is, of one who was not present at the events of which he tells."\(^4\)

Primary sources may or may not be original, and original sources may or may not be primary. In some cases, a secondary source may be the earliest information available, so by definition it becomes an original source.

What will be sought is the credibility of the particulars, using whatever sources are available and those proved genuine.

No claim is made by the writer that the student innovations at Harvard from 1725-1925 researched in this study are necessarily "firsts" on any American college campus, though some probably are. This aspect of the Harvard student innovations will be discussed under recommendations in the concluding chapter of this paper.

Samuel Eliot Morison's *Three Centuries of Harvard* -- \(1636-1936\) in three volumes, and his one-volume summary of the same title are recognized as the standard authority for


any research about Harvard related to these three centuries in time. It is exhaustive, scholarly, authoritative, and brilliantly written. Along with others who write about Harvard, this writer acknowledges a great debt of gratitude to Morison.

It has been noted that every writer since 1936 who writes on the history of collegiate life in America borrows heavily from Morison's *Three Centuries of Harvard* published in that year.

This writer also regards Morison's material as authoritative, and borrows from his work freely, always with proper acknowledgement.
CHAPTER II

STUDENT LIFE AT HARVARD IN 1725

Introduction

Historical Background Prior to 1700

The founders of Harvard College in 1636 sought to transplant a long established English institution to the wilderness of colonial America. They felt a need for the spiritual leadership of a learned clergy, but their purpose

... was not narrowly religious ... a religious commonwealth required an educated clergy, but it also needed leaders disciplined by knowledge and learning, it needed followers disciplined by leaders, it needed order. For these purposes, Harvard was absolutely essential.

The English models, Oxford and Cambridge, were difficult to recreate because the people in America were too poor and heterogeneous. After a time, despite the largely Puritan supporting community, interdenominational boards of control were established.²


The English system meant that students lived in college-owned buildings and took their meals "in commons"; that is, a common dining hall where faculty, tutors, and students ate together.

In England, special men were employed to enforce the rigid discipline of the day. They were known as deans, proctors, and beadles. This freed the professors from enforcing petty regulations. In America, partly due to the general poverty, this practice was limited.

Faculty members remained saddled with the responsibility of enforcing all disciplinary regulations. They thus appeared in the guise of the students' natural enemies. American colleges, with their compulsory class and chapel attendance, disciplinary regulations, and daily recitations, made it practically impossible for students and professors to develop close and amicable relations.

H. B. Sheldon, an authority on early student life and customs, stated, "The teaching force of the college did police and detective service in discovering and punishing all violations of this code." 4

Student Life, 1700-1725

"Harvard in the eighteenth century was conducted very much as it had been during the century of foundation." 5

The College Laws of 1734 stated in detail the admission

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3 Ibid., p. 43.


requirements, primarily a working knowledge of Latin and Greek. Admission requirements remained much as they always had been.

The strict discipline was more peculiarly collegiate than Puritan. The atmosphere was "not the free spirit of adult scholarly inquiry but the atmosphere of a boarding school for small boys." The median age of entering freshmen was just over fifteen, so that the four undergraduate classes were, in age, about the equivalent of a modern high school.

Flogging as a means of corporal punishment was used at Harvard until 1718, when boxing the ears replaced it. "Boxing consisted in making the culprit kneel, and smacking him sharply with the hand on the ear." Student resistance to this will be documented in Chapter III. Five years after the student resistance, in 1754, "the boxing law was suspended, and in the recodification of the College Laws in 1767, it no longer appeared."

For minor infractions of the rules, there was a system of fines or mulcts. A representative list of these rules and the fines assessed for infraction follows:

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6Ibid., p. 103. 7Ibid.
8Rudolph, p. 27.
9Morison, p. 102.
10Ibid., p. 113. 11Ibid.
"Tardiness to prayers or lectures . . . . 2

"Absence from prayers or lectures . . . . 4

"Tarrying after vacation, per day . . . . 8

Shillings

"Tarrying after chamber in study hours; going outside the yard without coat or gown; entering meetinghouse before the bell . . . . 2

"Absence from divine worship on the Sabbath; failure to repeat sermons; keeping a gun or pistol; going gunning, fishing or 'scating over deep waters' without leave . . . . 3

"Fighting, lying, drunkenness, neglecting declamations; frequenting forbidden houses in Cambridge; gambling for money; swapping books or clothing; 'Tumultuous and Indecent Noises'; using or sending for distilled spirits, punch or flip; going on roof of Old Harvard, or cutting lead from same . . . . 5

"Profane cursing and swearing; playing cards or dice; neglecting analysis of Scripture; walking or other diversion on the Sabbath; firing gun or pistol in Yard . . . . 10

"Breaking open doors or picking locks . . . . 20

"Blasphemy, fornication, robbery, forgery, 'or any other very atrocious crime' . . . . expulsion"12

The above rules were called penal laws. Following are others relating to the virtuous life, attention to studies, and general deportment:

"Chapter II

"Concerning a Religious Virtuous Life

"1. All scholars shall behave themselves blamelessly, leading sober, righteous and godly lives.

12Ibid., p. 112.
"3. All persons of what degree soever, residing at the College, and all undergraduates, whether dwelling in the College or in the town, shall constantly and seasonably attend the worship of God in the hall morning and evening.

"6. All the scholars shall, at sunset in the evening preceding the Lord's Day, retire to their Chambers, and not unnecessarily leave them; and every scholar shall on the Lord's Day carefully apply himself to the duties of religion and piety. And whosoever shall profane said day by unnecessary business, or visiting, walking on the common, or in the streets or fields, in the town of Cambridge, or by any sort of diversion before sunset, or shall behave himself disorderly . . . shall be fined not exceeding ten shillings.

"10. All profane and irreverent behavior at prayers or public divinity lectures . . . shall be punished after the same manner.

"11. All scholars shall show due respect and honor in speech and behavior . . . to Magistrates, Elders, the President and Fellows of the Corporation, and to all others concerned in the Instruction or Government of the College . . . keeping due silence in their presence, and not disorderly gainsaying them; but showing all laudable expressions of honor and reverence that are in use; such as uncovering the head, rising up in their presence, and the like.

"Chapter III

"Concerning Scholastic Exercises

"1. That the scholars may furnish themselves with useful learning, they shall keep in their respective chambers, and diligently follow their studies; except for half an hour at breakfast, at dinner, from twelve to two; and after evening prayers till nine of the clock. To this end, the Tutors shall frequently visit their Chambers . . . after nine o'clock . . . and at other studying times, to quicken them to their business.

"2. If any Undergraduates are absent from their chambers in studying time, or after nine o'clock in the evening . . . they shall be punished by the President or any of the Tutors, not exceeding two shillings.
"Chapter VIII

"Concerning Miscellaneous Matters

"5. If scholars set an example of idleness, extravagance, neglect of public worship or religious exercises, or allow disorders in their chambers - and after admonition do not reform, their chambers shall be taken from them.

"22. Whereas scholars may be guilty of disorders or misdemeanors, against which no provision is made by the foregoing laws, in all such cases the President with the Tutors shall inflict such punishment as they think proper, according to the nature and degree of the offence, and . . . according to the aggravation of it.

"At the end of each Student's copy of the College Laws, it was the usage to add the official certificate of his admission into the University."13

Morning prayers began at six in the hall, followed by breakfast. "From eight to twelve there were lectures and recitations; then dinner, and recreation until two; from that time, until supper, the students were supposed to keep to their chambers and study."14

After supper there were formal evening prayers in the hall. Then, some time was spent with the Tutors who lived in the same quarters as the students. The Tutors went over the lessons with the students, and generally supervised their waking hours. Time for group discussions, and informal conversation in one another's living quarters,


14Morison, p. 110.
was allowed until nine o'clock. At this time, each scholar was supposed to be in his own chambers, as indicated in the laws quoted above.

In an effort to bring about conformity to adult standards, the very strictness of the rules and their rigid enforcement, brought about almost certain breaking of those rules by the students. At fifteen years of age, they had to know well both Latin and Greek in order to be admitted to the college, so they were the intellectual elite of their day. This knowledge was learned in public grammar schools, not in secondary schools, for there were none in the early eighteenth century. "Others were 'fitted for college,' as the old phrase ran, by a local minister."

These ebullient, immature, frontier youth were expected to behave like monks in a medieval monastery; no associations with the opposite sex, very limited recreation, permission needed to leave the campus, much prayer, Bible study, and divine worship.

Such strict control "tends to efface the independence of the student and to make him in some sense a mere automaton." What he was expected to study and learn was remote from his present life as a student, but in the larger sense it was intended to give him confidence in himself, and to enlighten him and stimulate his individuality.

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16 W. T. Harris, Preface to Student Life and Customs by Sheldon, p. v.
Implicit obedience was expected, but the detailed rules of behavior and punishments listed are ample proof that such obedience was not the general rule. Young men cannot drop all spontaneity and freedom, so it becomes a battle of the wills, that of the individuals against that of the institution. Secret organizations were prohibited; therefore, any student activities that were prohibited had to be held in secret. Study time was to be a quiet time, so it follows that the most common complaint of college authorities was the loud, tumultuous noises in the Yard and in the living areas.

The presidency of Benjamin Wadsworth at Harvard began in 1725. He was no disciplinarian, "and the young men resented a puritan restraint that was fast becoming obsolete." 17 The faculty records that begin at this time, according to Morison,

... are full of 'drinking frolicks,' poultry stealing, profane cursing and swearing, card playing, live snakes in tutors' chambers, bringing 'Rhum' into college rooms, and 'shameful and scandalous Routs and noises for sundry nights in the College Yard.' 18

From 1725 to 1925, the students at Harvard increasingly avoided their effacement. They did this by insisting that their ideas for change in student life be listened to by the college authorities. When anyone has some say in

17Morison, p. 78. 18Ibid.
his own destiny, he gains some insight about the necessity for rules and regulations, and no longer obeys blindly, but because he sees that often it is reasonable to do so.¹⁹

¹⁹Harris, pp. v-ix passim.
CHAPTER III

STUDENT AWAKENING, 1725--1776

Introduction

In view of the regimentation, piety, and strict discipline at Harvard for the first one hundred years (1636-1736), it was probably inevitable that some students would challenge the rules, or at least start something new for which there was no existing rule.

Various informal games in Harvard yard were played for many years, although frowned upon by professors and administration. Their view was that such spare time should be spent in meditation, Bible study, and prayer. Various forms of kicking a stuffed leather ball around were enjoyed, as well as general "horse-play" and hazing of underclassmen.

This chapter will detail and document the more formal type of student activity, activity beyond the classroom and formal study, which enriched the campus lives of the students. It began a remarkable series of student innovations which changed forever student life at Harvard, and
eventually colleges everywhere, as other students also insisted on change.

**Antecedents**

There may have been earlier societies or clubs at Harvard, but the earliest reference to any is to an unnamed Society for Young Students organized in 1719 "to meet together for the worship of God on Saturday and Sabbath-Day Evenings."\(^1\) There were twenty-six members, and fifteen became clergymen.

Another society of a similar nature, referred to only as "A Society at Harvard 1721-1723," was made up of fourteen students, some undergraduate but most graduate. All but three became ministers.\(^2\)

According to Morison, such early clubs were founded not by the "rakes and blades," but by the pious students in self-defense.\(^3\) Thus, it is assumed that other societies or clubs, some perhaps secret, did exist at this time or earlier.

**The First Student Periodical**

The first student "newspaper" in any American college is believed to have been *The Telltale*, published at

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\(^1\) Morison, pp. 61-62.


\(^3\) Morison, pp. 61-62.
Harvard. It was a four-by-six-inch weekly or semi-weekly circulated in manuscript from 9 September to 1 November, 1721, and it had thirteen numbers in all. The sub-title of the publication was "Criticism on the Conversation and Behavior of Scholars, to promote Right Reasoning and Good Manners."4

The tone of this periodical is not religious, but rather more in the manner of a gossip sheet, with brief essays on student leisure time activities. A letter in The Telltale, No. 11, 26 Oct. 1721, confirms the fact that there were "several clubbs in colledge" including "the Mock Club founded in 1719 composed of Persons Rawbon'd, hump-back'd, and Monophthalmic."5

Soon after this periodical ceased publication, its editors and their friends organized the Spy Club, a secret society made up of graduates and undergraduates, about a dozen in all. They read lectures and discussed religious as well as secular topics, and nearly all of them became ministers. "Such questions as 'Whether there be any Standard of Truth' and 'Whether it be Fornication to lye with ones Sweetheart (after contraction) before marraige'" must have made for some lively meetings.6

4The Telltale, 9 Sept. 1721. Harvard University, Houghton Library, H U D 721.
5Morison, p. 62.
6Ibid., pp. 62-63.
All of the above student organizations and the student publication, are referred to in this study only as forerunners of organizations and activities to follow. They do not qualify, under the criteria established in Chapter I, to be officially included in this study. Either there is no way to document the existence of the clubs, or the membership of the organizations is made up largely of graduate students.

The Telltale is well documented, but the Spy Club made up of its editors and friends was largely of graduate students, and therefore it is assumed that The Telltale was not an innovation of only undergraduate students.

The Philomusarian Club--1728

The American Antiquarian Society of Worcester, Mass., has in its possession the original document, the Articles of the Philomusarian Club Concerted Sept. 4, 1728. In one corner of this folded manuscript, is the statement "Articles of the Philomusarian Club at College," and each of the ten members signed the articles, giving the year of his graduating class. All ten were undergraduates, and seven later became ministers.7

The writer personally saw the above document, and was allowed to read and take notes from it. Reproduction in any form was not allowed, but the Harvard Archives does

7Ibid., p. 62.
have a facsimile copy. 8

Among the manuscripts donated to the American Antiquarian Society prior to March 1819, was the document referred to above, the "Original Articles of the Philomusarian Club, (probably composed of Students in Harvard College, 1728), signed and sealed by Philemon Robbins and nine others." 9 Robbins was of the class of 1729, and there were seven juniors and two sophomores who were club members.

This original document was given to the American Antiquarian Society by Rosseter Cotton Esq. of Plymouth, Mass., in 1815 along with seventy original letters addressed chiefly to John Cotton, several sermons, and Indian deeds of land dating back to 1665. 10 Rosseter was a descendant of John Cotton, one of the original members of the Philomusarian Club.

The name of the club, Philomusarian, means a lover of learning. As set forth in Article 19, "No person shall be admitted without previous proposition nor then unless adjudg'd to be Philomuso, I.E. a Lover of Learning." 11

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8Harvard University Archives, H U D 3685.5.


10Ibid.

The Preamble sets forth in very flowery language the reason for the "felt need" to have such a club. All proceedings were to be held strictly in secret, with meetings to take place four nights per week in the various members' "chambers," as their rooms were called then.

The need for secrecy may reflect known opposition to any form of student organization on the part of the faculty, or it may be just student desire to have a secret organization of such worthy goals, even though secret organizations were themselves forbidden.

Intellectually-stimulating conversation seems to have been the main purpose of the Philomusarian Club. Article 2 stated "Nothing Shall Be The Topick of Conversation but Some Point of Learning. Every member is Obliged to Communicate any New Thought or Hint which He has ... for Our Universal Information." Article 15 stated "Each member shall make some poem or Raise some Discourse or chain of arguments which will be Highly Beneficial. The penalty for default is 2 s./." The fact that this club, one of the very earliest at Harvard, met four nights each week is a strong indication of the need for some type of organized social life on the part of the students.

\textsuperscript{12} Ibid., p. 87. \textsuperscript{13} Ibid.
The Latin Society--1742

The College Laws of 1734 restated the admission requirements, but they remained essentially as they always had been, the ability

...ex tempore to read, construe and parse Tully, Virgil, or Such like common Classical Latin Authors; and to write true Latin in Prose, and to be Skill'd in making Latin verse, or at Least in the rules of Prosodia; and to read, construe and parse ordinary Greek, as in the New Testament, Isocrates, or such like, and decline the Paradigms of Greek Nouns, and Verbs.\textsuperscript{14}

Prospective students were often tutored in Latin and Greek by clergymen before taking the admissions test.

Since every student was quite proficient in Latin, it is understandable that the first student club related to the curriculum would be a Latin Club.

The Harvard Latin Society was organized by students on 14 April 1742. The "Clerk's Book - A.D. 1742"\textsuperscript{15} was examined by the writer, but facsimile reproduction was not permitted due to the fragile condition of the manuscript.

Quoting from The Clerk's Book - A.D. 1742:

"Articles"

"We the subscribers forming ourselves into a Society in Order to improve ourselves in the Knowledge of the Latin Tongue, do agree to the following Articles: viz.--

\textsuperscript{14}The College Laws, 1734, as quoted in Morison, p. 103.

\textsuperscript{15}"The Latin Society," Articles and Records, 1742. Harvard University Archives, 3511.5500.
"I. That we will meet on every Wednesday Night at 7 o'clock in some chamber which shall from Time to Time be agreed upon by us.

"II. That we in the First Place on every Evening make a choice of a Moderator by Note, to see that Things are carried on with Decency and Regularity.

"III. That we in our Turn deliver a Latin Speech or Oration in the Society; and that P. Speech having been perused by all who desire it, shall both in Latin and English be given up to the clerk to be transcribed into a Book provided for that purpose."

"Hic Sermo ab Hitchock Senr profere-batur, Die Aprilis decimo quarto, A.D. Milesimo septingentejimo, quadragejinoque secundo."

The above is translated as follows: This material is presented by Senior Hitchock April 14, 1742.

A speech delivered in Latin then appears in the Clerk's Book, followed by the English version. It is very flowery and verbose, as was the custom of those times. The opening sentence will illustrate:

"Thus english

"Gentlemen, many of us being desirious of profiting ourselves by using the Latin Tongue, and at length coming together, ye have by your notes chose me to deliver a Discourse and though fearing it will not be well accepted, yet desiring that by how much I come short, by so much the more your clemency may abound. I will offer a few Words concerning the Usefulness of using the Latin Tongue."

The speech goes on to imply that no man can be considered educated without a good command of Latin.

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16Ibid., p. 1. 17Ibid., p. 3. 18Ibid., p. 4.
"... the learning of the language is the best Foundation that any man can lay that would acquire to himself any considerable Stock of Knowledge... Wherefore we may promise to ourselves some considerable from the Manner in which we propose to spend one Evening in every Week."\textsuperscript{19}

While doing research for this paper at the Harvard Library, the writer learned that Latin is no longer required for admission, nor is it a required course of study at the university. It was not discovered, however, what year this requirement was dropped.

Proficiency then in Latin was a requirement for admission, it was also a required course of study and, in addition, some of the instruction was given in Latin. Speeches on special occasions were usually given in Latin. For students to voluntarily spend another evening in the week improving their Latin, may seem to the reader to be overdoing it, but it was important to them in 1742, and may have filled a social function as well as an intellectual one.

\textbf{Student Resistance to Authority}

A few college students always have been prankish, and some early Harvard students broke curfew rules, and disturbed the quiet hours. In the 1700s, they were usually fined when caught, with the size of the fine increasing with the rising scale of the offense.

\textsuperscript{19} Ibid.
In addition to these more formal punishments, certain persons in authority were permitted by college law and custom to box the ears of undergraduates when they felt that the circumstances warranted. Boxing the ears called for making the offender kneel, and then smacking him sharply with one hand on the ear. 20

If this seems like a cruel punishment, consider that it was better than flogging which was common in the 1600s. The last flogging incident of record at Harvard occurred in 1718. 21

Individual Protest

The first student resistance of record to such physical punishment at Harvard was in May, 1749. Samuel Jordan (A.B. 1750) both physically and verbally objected to the ear-boxing punishment. Within five years "the boxing law was suspended, and in the recodification of the College Laws in 1767 it no longer appeared." 22

At a meeting of the faculty on May 26, 1749, the following resolution was passed regarding Samuel Jordan:

"Whereas Jordan hath behaved himself with great Insolence in resisting one of the Tutors attempting to box him for singing in his Chamber in Studying time, agreed that he be degraded Eight places in his class." 23

By the spring quarter, the Freshmen were ranked by a very complicated and not very well understood process. Scholarship was one consideration, as were the social, political, or business standing of one's father. This ranking was observed when marching to chapel, and in the publishing of class lists. The "degrading" of Samuel Jordan referred to above meant that he was moved downward eight places in the presumed official or social ranking of the class.

This ranking process became so complicated and there were so many protests on the part of parents that "in 1769 . . . the Overseers voted that the arrangement in the future should be alphabetical." This change did not apply to those presently enrolled, however, so the first democratic alphabetical arrangement began with the Class of 1773.

**Group Protest**

The first student group protest of record at Harvard was against bad food in the spring of 1766. The

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24 Harvard Archives, U A III, 5.5.

25 Morison, p. 104.

protest was so widespread that it was referred to as a rebellion and regarded as equivalent to treason against the Sovereign.²⁷

It was a complaint against rancid butter that was being served at commons. The grandfather of Henry David Thoreau, Asa Dunbar of the Class of 1767, was chosen as spokesman for the students to complain to a Tutor. He got no satisfaction, so the students showed their displeasure by hissing and clapping. For this, Dunbar was degraded in seniority and condemned to confess the sin of insubordination. The students met in the chapel and resolved that if bad butter was served the next morning, they would walk out and breakfast in town. It was, and they did, after giving three cheers in the yard.²⁸

A Faculty committee then examined the stock of butter, imported from Ireland the previous fall, and indeed found it to be "bad very bad."²⁹ Six firkins (a firkin is equivalent to a quarter of a barrel) were condemned, and four more were allowed for sauce only.

Students were forced to sign a confession of irregular and unconstitutional proceedings, "with a Promise of future good Conduct."³⁰ The students had previously drawn

²⁷Morison, p. 118.
²⁸Ibid., pp. 117-18.
²⁹Ibid., p. 118. ³⁰Ibid.
up a formal brief "in the style of patriots protesting against unconstitutional oppression."\textsuperscript{31} The student leaders in this effort were the Governor's son and a future Senator of the United States, George Cabot, but their efforts were rejected by the Governing Board. This Board would tolerate almost any individual misconduct, but apparently would resist any organized "rebellion" for fear the students would get wrong ideas about who was running the college.

A very clever account of the entire "bad butter rebellion" incident was written up later by the students, using a Biblical style and format.

In the quotation which follows, Asa is the student referred to earlier in this paper, Asa Dunbar. Belcher is the first name of the Tutor in charge of commons, and the Chief Ruler is then President Edward Holyoke. Others first-named are professors and tutors in order of seniority.

"The Book of
Harvard
Chapter 1st

"1 And it came to pass in the ninth Month, on the 23rd Day of the Month, the Sons of Harvard murmured and said,

"2 Behold! bad and unwholesome Butter is served out unto us daily; now therefore let us depute Asa, the Scribe, to go unto our Rulers, & seek Redress.

"3 Then arose Asa, the Scribe, and went unto Belcher, the Ruler, & said, behold our Butter stinketh, and

\textsuperscript{31}Ibid.
we cannot eat thereof; now give us, we pray thee Butter that stinketh not.

"4 And Belcher the Ruler said, trouble me not, but begone unto thine own Place; but Asa obeyed him not.

"5 So when Belcher and others of the Rulers departed, the Sons of Harvard clapped their Hands, & hissed & cried, aha! aha!

"6 Then Edward the Chief Ruler and John and another Edward, (not the chief) and Stephen and Belcher and Simeon & Thomas (Sirnamed Horsehead) and Andrew & Joseph consulted together & said,

"7 Behold Asa the Scribe hath risen up against us, & the Sons of Harvard have hissed & clapped in Derision of us;

"8 Now therefore let us punish Asa the Scribe, & make him confess before all Harvard; and Belcher the Ruler (Sirnamed Bowl, alias Beelzebub) said, let him also be placed below his Fellows, & they agreed to that also.

"9 And all, even all, the Sons of Harvard met and agreed also,

"10 That if bad & unwholsome Butter should be served out unto them on the Morrow, they would depart & leave the Rulers to the Meditation of their own Hearts, with many other Things I heard not of.

"11 So on the Morrow, bad and unwholsome Butter was served out unto them, and they rose up and departed every one unto his own Place.

"12 But the Rulers were greatly affrighted; and Edward the Chief Ruler (Sirnamed Gutts) rose up and said, Men and Brethren, what shall we do? Behold our Pupils have risen up in Rebellion against us, & have hissed & clapped their Hands, & have committed diverse Offences against us.

"13 But if we treat them severely, behold they will depart & leave us & be here no more, now therefore let us appease their Minds by soft Words & give them Redress, so they agreed to that also."32

The students won their point because as a result of their rebellion, the bad butter was destroyed. The administration, however, felt the need to keep the students in

32Lane, pp. 40-41.
line. Therefore, on threat of expulsion, the students promised to behave in the future.

Other rebellions occurred in 1807, 1818, 1823, and 1828, but will not be discussed here, except to report that forty-three rebels of the seventy members of the Class of 1823 were expelled from college almost on the eve of graduation. Twenty-five of those expelled were later admitted A.B. 'as of' 1823, including John Adams, son of John Quincy Adams. 33

Each of the above rebellions also brought about change, despite intense resistance by the faculty and administration.

Some two hundred years later, students were still taking overt action to get the attention of college administrators regarding grievances or suggestions.

The Marti-Mercurian Band--1769

There is some disagreement as to the year, 1769 or 1770, but there is documentary proof that a college military company was formed on the students' own initiative in one of those years.

The spirit of liberty was growing in the colonies and it spread to the college campuses. Moreover, the citizens began to look upon one another as Tories favoring the policies of the Crown, or as patriots opposed to such

33Morison, p. 231.
policies.

As early as 1768, Harvard seniors voted to refrain from drinking tea, presumably because of the "taxation without representation" argument. They also determined to have their degrees printed on paper manufactured in this country.34

An unsigned article in a Boston newspaper of 2 April 1828, entitled "Reminscence of the Old College Company, or Marti-mercurian Band" opens with the following:

In 1770 there was a military company at Cambridge formed by the voluntary association of the collegians. Gov. Hutchinson saw fit at the request of a member of them, to issue an order to the commander of Castle William for the delivery of 100 stand of arms for their use. They were instructed in the manual exercise and manoeuvres of a company, by a Mr. Foster, of Capt. Paddock's Company of Boston Artillery, whom they hired for this purpose.35

F. L. H. Noble, writing in the Boston Transcript in May 1919, stated that 1919 was the 150th Anniversary of the founding of the "Harvard Regiment," the Marti Mercurian Band of 1769. Noble referred to it as the "Progenitor of Later College Military Organizations."36

The name of the military company was taken from its motto, "Tam Marti Quam Mercurio," meaning "As for Mars so too for Mercury." The "100 stand of arms" request was made in

34 Ibid., p. 133.
April 1771, to the Massachusetts House of Representatives, the arms to be for the use of "such Students of Harvard College as may be disposed to acquaint themselves with the Art Military." The unit had sixty-one members in the fall of 1771, but never saw action as a unit, due to an unusual twist of history.

The students were on a spring vacation on April 19, 1775, when the British marched from Boston to Lexington and Concord where the first shots were exchanged between the British troops and the colonial Minutemen. Only two members of the military unit were on campus and they grabbed their muskets and joined their countrymen on that memorable day.

The college buildings were "immediately occupied by American troops and the company's arms taken by them, borne in the revolutionary war, and never returned."

The uniforms consisted of long blue coats faced with white, nankeen breeches (brownish yellow cotton), white stockings and black boots, and three-cornered cocked hats.

In the early years of its existence, this smartly-uniformed college military unit "was instrumental in

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37 Morison, p. 141.
38 Columbian Centinel, 2 April 1828. 39 Ibid.
40 Noble, Boston Transcript, (N.D.) May 1919.
exciting the military ardor that generally prevailed soon after its formation, and perhaps it served as a model for the Minutemen."

Another historical circumstance had a direct bearing on the patriotic ardor of the college students. The General Court which had regularly met in Boston was convened by the British authorities instead in Cambridge. They took over the college chapel and the library for three years, from March, 1770 to March, 1773.

"Cambridge was the place alluded to in the Declaration of Independence as 'uncomfortable, and distant from the depository of their public records,' where tyrant King George 'called together legislative bodies . . . for the sole purpose of fatiguing them into compliance with his measures."

The students were attracted by these legislative and judicial sessions, and attended them in small listening groups. Some of the local patriots took the opportunity in their speeches to remind these young men that they

"were then spectators of their persecution, that they might be soon called upon in turn, to act or suffer, . . . their country might one day look to them for support, . . . the first and noblest of all duties, was to serve that country, and if necessary, to devote their lives in her cause."

These young college men caught the spirit of the times--the spirit of liberty--and the Marti-Mercurian Band

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41 Columbian Centinel, 2 April 1828.
42 Morison, p. 136.
43 Ibid., p. 137.
was one manifestation of this spirit.

The Speaking Club--1770

According to Morison "this feast of oratory" referred to above was directly responsible for The Speaking Club, organized by students on September 6, 1770, "for improvement in the Art of Speaking." This is the earliest club that has come down to the present day in some form at Harvard. There were several mergers with other similar clubs as early as 1773, again in 1801, and 1825 when the name "American Institute of 1770" was selected.

"It continued a flourishing though not exactly literary existence under a portion of that name until absorbed in turn by the Hasty Pudding Club over a century later." First signer of the Speaking Club's original roster in 1770 was Samuel Phillips of the Class of 1771, later lieutenant-governor, and founder of Phillips Academy.

The felt need for secrecy on the part of the

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44 Ibid., p. 138.


46 "Institute of 1770," Harvard Archives, H U D 3461, and 3461.125.

47 Morison, p. 141.


49 Morison, p. 138.
students is revealed again in the final page of the Speaking Club organization papers:

Declaration

We the Subscribers promise that we will obey all the Laws, Notes, & Orders of the Speaking Club of Harvard College, & that we will not disclose any Secrets relating to the Society, or even that there is such an one Subsisting, but on the contrary, will endeavour to promote its best Interest.  

It is apparent that the members of the Speaking Club felt that any relaxing of the secrecy rule would not be in the best interest of such clubs; "even mention of the name of the club was penalized by expulsion and graduates referred to them in letters by their initials only."  

Considering that they rented a room for their fortnightly meetings, and that each of twenty-five members declaimed on a variety of topics at each meeting, it is difficult to understand how they could keep the club's existence a secret for very long.  

The members were very serious about improving themselves in the art of public speaking. Some of their speeches were original, but most were passages from Pope, Shakespeare, Addison, or local political figures. As the Revolution approached, the years 1771-76, topics of the speeches more often contained quotations from the classics--

50 "The Speaking Club, 1770," Harvard Archives, Declaration Form.

51 Morison, p. 138.
Pericles, Cicero, Hannibal, Callicrates, and Appius Claudius—but not Burke or Fox, noted British orators of the period.\textsuperscript{52}

The practice that members of the Speaking Club engaged in must have noticeably improved their speaking ability, for "the Overseers' visiting committee commented with pleasure in 1773 on the improved quality of elocution at the annual exhibition."\textsuperscript{53} One wonders what their reaction might have been, had they known this great improvement came about because of membership in a secret society. Perhaps, had the Overseers learned this fact, the need for secrecy might have been removed by them and, students could have met openly and been recognized as a worthy part of campus life.

A forensic dispute at commencement in 1773 'On the Legality of Enslaving Africans' was deemed good enough by college authorities to be printed.\textsuperscript{54}

The Speaking Club, merged 8 March 1773 with the Mercurians (founded for the same purpose about a year later),\textsuperscript{55} continued to meet throughout the Revolution even when the college moved to Concord because colonial troops had taken over the college buildings.\textsuperscript{56}

\begin{flushright}
\textsuperscript{52}Ibid., p. 140. \textsuperscript{53}Ibid. \textsuperscript{54}Ibid. \\
\textsuperscript{55}"Institute of 1770," Harvard Archives, H U D 3461. \\
\textsuperscript{56}Morison, p. 140.
\end{flushright}
Conclusion

From 1725-1776, the colonies grew from unorganized, widely different settlements, to a lusty, fairly well-united people who were demanding some say in their own destiny. The students of Harvard grew in similar directions, showing a broad individual spirit of independence and a certain unity and spunk in facing up to the college authorities.

Students showed special interest beyond classroom demands in improving their minds, their mastery of Latin, and the art of public speaking. Individual and group protests set the pattern for generations to follow, when legitimate grievances went unheeded by those in authority. The military unit was both inspired by the winds of liberty and helped to fan those winds.

Even though some of these student-initiated activities had to meet in secrecy, the writer feels that the wide diversity of these extra-curricular events during this fifty year period proved to be a solid foundation for what was to follow. The students were well on the way to bringing about great change in student life at Harvard College, sometimes with the blessings of the authorities, sometimes without it; but change and freedom were in the air--no doubt about it!
CHAPTER IV

STUDENT RESPONSE TO A NEW AGE, 1776--1825

Introduction

Occupation of Harvard College buildings by colonial troops lasted only eight months. Students and staff moved back to the campus on 21 June 1776, just two weeks before the Declaration of Independence was signed. Although the Revolutionary War did not physically dislocate the college again, it was difficult to locate supplies for the one hundred fifty persons on campus. Trade and transport were badly dislocated, there was an acute shortage of textbooks, and the college was in desperate financial straits. Enrollments were down, and there is some evidence that the quality of students had also declined.¹

Soon after the Revolutionary War ended, a new student organization was born, the first in what proved to be a very active fifty year period, 1776--1825. Student innovations blossomed in widely divergent directions, bringing about much change in campus life in Harvard Yard.

¹Morison, pp. 151-52.
Adelphoi Theologia--1785

It is surprising, in a setting so spiritually oriented, that some religious club was not organized before 1785. Perhaps the lives of the students were so filled with spiritual matters that the need was not felt for such a club or society.

Six members of the Class of 1786 did feel such a need, however, and on 10 November 1785 they founded Adelphoi Theologia for the purpose of spiritual fellowship, Bible study, and the worship of God. ²

The club's Declaration, signed by the six members is quoted below:

Declaration

We the subscribers, under the inspection of that awfull Being who searcheth the Heart, most solemnly promise & engage invariably to observe those Laws to which we have given our chearfull concurrence, and we implore his blessing and protection that the laudable efforts of the Adelphoi Theologia may be crowned with success; that he would impart his all-sufficient aid to strengthen our weakness and smile upon us with the merciful tokens of Benignity & Love.

To God, the Father, Son & Holy Ghost be rendered unceasing praises--Amen.

Nov. 10, 1785

this Society was Founded

Class of 1786

(Signed)

John Andrews

Aldon Bradford

Amos Crosby

Robert Foote

William Harris

John Simkins


³Ibid., "Declaration Form," Harvard Archives, H U D 3120.505.
Another page shows the signatures of members who joined later, listed by year of graduation. There are over thirty names on this sheet.

Above the margin of the title page the following appears: "John Adams P. U.S.A. 1796." It is not known whether this was the John Adams who was so prominent in our early history and later became President of the United States. If so, these records may have been in his possession before he became President in 1797, and perhaps he was "doodling" and wrote out "P. U.S.A.," meaning "President, U.S.A." just to see how it looked! John Adams was graduated from Harvard in 1755, and his son, John Quincy Adams, Sixth President of the United States, was in the Class of 1787.

It is not known whether either of these distinguished men was ever a member of Adelphoi Theologia, but someone did write John Adams' name at the top of the cover sheet of the society. The document has been preserved for posterity in the Harvard Archives.

The Singing Club, 1786--1789

Singing of hymns of praise, psalters, and prayer hymns always had been a part of the religious life of Harvard students, but a student club for the joy of singing

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was something new in the late 1780s. (Sheldon, an authority on early student life and customs, dates the origin of the Singing Club as 1786.\textsuperscript{5} Another undocumented reference is to 1789 for its founding date.) According to Morison "The Singing Club, accompanied by the band, performed Williams' 'Friendship' at the senior valedictory."\textsuperscript{6} The date was 1793.

Both the Faculty Records\textsuperscript{7} and the Overseer's Records\textsuperscript{8} refer to the Singing Society which performed at the inaugural of a new professor, Dr. J. C. Warren, singing a psalm and an anthem,\textsuperscript{9} in November, 1815.

This early singing group was the forerunner of the University Choir organized by the students in 1834 (see Chapter V), the Glee Club in 1835, the Harvard Musical Organization in 1837, and another "Harvard Singing Society" in 1840.

\textbf{The Porcellian Club--1791}

The first club organized at Harvard for strictly social purposes was the Porcellian Club, organized in

\begin{footnotes}
\item[5] Sheldon, p. 163.
\item[7] "Faculty Records," Minutes of Meetings, vol. 9, 1815, p. 45.
\item[8] "Overseer's Records," Minutes of Meetings, vol. 6, 1815, p. 183.
\item[9] Ibid.
\end{footnotes}
There is disagreement among early sources as to exactly how it began, but agreement as to the year.

One social club earlier than the Porcellian Club was the Harvard "Alpha Chapter of Massachusetts" which Phi Beta Kappa transplanted from its origins at the College of William and Mary in Virginia. It began in Virginia in 1776, and was brought to Harvard in 1781 by Elisha Parmele, a graduate student. (Therefore, further study of the beginnings of Phi Beta Kappa at Harvard in this paper is not indicated, since it was definitely not an innovation of undergraduate students at Harvard College.)

The popular account of the founding of the Porcellian Club was written for the Harvard Magazine of May 1864. There is no indication as to the author in the magazine article, but he did put his initials, H.P.C., at the end of a newspaper article about the founding of the Porcellian Club in the Boston Transcript, 5 December 1908, over forty-four years later. The two articles are substantially the same. In the 1908 article, however, H.P.C. states that in his 1854 article, "a good deal of my

12 H.P.C., Boston Transcript, 5 December 1908.
13 Ibid.
information came from very old graduates, some of whom in that year (1864) were over eighty years old.\textsuperscript{14}

H.P.C.'s account briefly was that a student found a small pig in his room. He pulled its ears and it squealed so loudly that the tutor rushed upstairs to investigate. The student quickly slipped the pig into the box under the window seat, sat on it, and appeared to be studying when the tutor entered the room. This happened twice. Later in the evening, the student invited some of his classmates to his room, and then, according to H.P.C., they killed the pig, dressed it, cooked it, and ate it in the room.\textsuperscript{15}

After the feast

\textbf{\ldots{} that noble band of pig-eaters resolved to found a club; and, that at least a classic touch might be visible in the name, they determined to call the society the Porcellian Club.}\textsuperscript{16}

While the above account is humorous, it is highly unlikely. Nevertheless, it has become legendary and may be widely believed. The original article in the \textit{Harvard Magazine} was written seventy-three years after the founding of the Porcellian Club, and the account was based on recollections of men over eighty years of age, who were only children of about ten years of age when the club was founded. Such an account must be considered with great caution, if

\textsuperscript{14}Ibid.

\textsuperscript{15}"Harvard College Societies," \textit{Harvard College Magazine}, May 1864, p. 270.

\textsuperscript{16}Boston Transcript, 5 December 1908.
not skepticism.

The other version of the founding of the Porcellian Club is much more believable, since it was written only eight years after the founding of the club in 1791. It was written by Amos Kent who was a freshman that year, became a club member in 1793, and graduated from Harvard in 1795.17

On 6 July 1799, Kent wrote a letter to his younger brother, Moody, who was a student at Harvard. Moody had asked his older brother for his opinion about Moody's joining the Porcellian Club, and Amos responded:

"Chester July 6th 1799

"You tell me you have lately been invited to become a member of the porcelean, or pig club & request my opinion of it, & whether it would be eligible to join it. The history of the club is short & I will endeavor to give you a short sketch of it. About two years before I graduated a number of persons were dining together on saturday afternoon, at a public house then kept by a Mr. Moore. After the bottle had circulated pretty lively a few hours, it was proposed, that there should be another meeting of the same persons, at the same place, to dine upon the same kind of food, which was roast pig, in a month from that time. It was immediately agreed to, nemine contradicente, & another meeting was accordingly held. At this second meeting, it appears some of the persons had thought of establishing a convivial club, for the purposes of eating & drinking, and when the glass had been round sufficiently often it was proposed; every one present instantly joined heartily in the measure & a constitution & some few laws were soon after drawn up, by a committee chosen for the purpose. Additional members were invited by permission of the club & the society

was thus established. The professed object of the club, so long as I was a member of it was enjoyment, & that kind of enjoyment to be derived from eating & drinking was the principal.

"In haste your affectionate brother

Amos Kent"

In the above letter, Kent puts the date of the event "two years before I graduated." This would place the founding date in 1793. It was felt by Henry H. Edes, and the writer agrees, that he intended to write "initiated" instead of "graduated," which would "accord with the known facts." The club was begun in 1791, two years before Amos Kent was initiated in 1793, which was in turn two years before Kent graduated in 1795.

Edes gave an interesting account of how Kent's letter came to his attention at the Colonial Society meeting in February 1906. He had been at a dinner party shortly before the Society meeting, and his hostess told him of looking through some old family papers that she had inherited recently. Among them was a letter written in 1799 by her grandfather to his younger brother who was a student at Harvard. This is the letter quoted above.

The writer did not personally see Kent's letter. It is the earliest known account of the origins of the Porcellian Club. This is especially valuable since the author,


20 Ibid., p. 248.
Amos Kent, was on campus as a freshman when the club was founded. He became a member two years later. Six years later, 1799, is the date of his letter to his brother. Despite the error referred to above, the evidence as to the founding and purpose of the Porcellian Club appears to be genuine.

The Chemistry Club--1795

John Pickering, a senior at Harvard, and six or eight of his classmates organized a Chemistry Club in the fall of 1795. This is the first science club at Harvard of which there is any record.

Pickering, on 30 November 1795, wrote a letter to his father which stated in part:

I hope to know something of Chemistry before I leave college. Besides six or eight of my class have formed ourselves into a club, to meet as often as it is convenient, and read a chapter or two in Nicholson's Chemistry, and try all the experiments which our small apparatus will permit. Chemistry, however, shall not hinder me from attending to my stated exercises, nor to things which my oracle, Mr. Clark, shall pronounce more important.21

The original letter was supposed to be in the possession of the Pickering family of Salem, Massachusetts. Thus, the writer went to Salem to the Pickering House, 18 Broad St., built in 1651 by one John Pickering. His descendants have lived in this house for ten generations, and

every owner except one was named John Pickering.

This family had a sense of history, for in the library were numerous unbound volumes of letters to and from one another and also from persons outside the family.

The writer was graciously received by the present Mrs. John (Sally) Pickering X, and given a personally-conducted tour of the home, now recognized as an historical educational institution.

A diligent and careful search was made by Mrs. Pickering and the writer, but the letter quoted above was not found. Numerous letters of the period were on hand, even letters written in October and December, 1795, but not the November one being sought.

Mrs. Pickering stated that some of the historical material may have been given to the Essex Institute, the historical library in Salem, or to the Colonial Society of Massachusetts in Boston.

A professional search by the librarian of Essex Institute also failed to locate the letter.22 A telephone call to the Colonial Society requesting help in locating the letter, also revealed nothing.

The writer feels that the letter in question may yet be somewhere in the Pickering House. There was no professional organization of the family historical materials.

The letter sought could have been misplaced in an album type book with other materials from other eras. The house and library are open to tourists, and these priceless documents are lying on shelves and tables as though they were yesterday's newspapers. The danger of fire and theft would seem to indicate that these materials should be turned over to the care and safekeeping of some historical society. Perhaps, facsimile copies could be left in the family residence.

The house is actually owned by "The Pickering Foundation" set up by John IX in 1951, thereby ending three hundred years of primogeniture tradition. Apparently the right to continue to occupy the house is maintained, for John X and family presently live there.


There is nothing in the Faculty Records or other archival material referring to a Chemistry Club organized by John Pickering and his classmates in 1795. Mary Pickering, descendant of John VI, no doubt had the letter in her possession when she wrote the book about her ancestor, published privately in 1887. Until the letter about the Chemistry Club at Harvard in November, 1795 is located, the only evidence is the full letter quoted in Mary Pickering's book.
The Geographical Society--1798

The original laws and a short list of fines assessed various members of the Geographical Society, organized by a small number of the Class of 1798, has been preserved. John W. P. Abbott donated this small booklet to the Harvard Archives on 2 June 1860.\(^{23}\)

Only six members, listed by last name only (Abbott, Adams, Brigham, Devereaux, Emerson, Sawyer), all of the Class of 1798, are recorded on this document,\(^{24}\) and one, Brigham, had his name crossed off the list. Brigham heads the list of those fined for various offenses on 7 October "for being unprepared."\(^{25}\)

Members took turns presiding at each Sunday evening meeting, and topics were assigned for members to report on at the next meeting. Fines were levied by the president, but imposed only on the vote of the society, and were for such offenses as absence without a satisfactory excuse, tardiness, and disorder, in addition to being unprepared.

Law Number Five states, "The fines shall be expended in wine when they shall have amounted to 80 cents."\(^{26}\)

Curiously, the fines listed add up to 79\(\frac{1}{2}\) cents, and there is no further record of any kind of this society!


\(^{24}\)Ibid., p. 4.  \(^{25}\)Ibid., p. 3.  \(^{26}\)Ibid.
The topics assigned to the members were no doubt related to the subject of geography. This field of interest may have been encouraged by academic courses being taken by these seniors. If so, this club would be the first organized by students as an outside activity related to the curriculum, with the possible exception of The Latin Society, organized in 1742.

The Geographical Society is not referred to in any other Harvard records, so it was probably very small and short-lived, but it did exist, according to the record.

**The Pierian Sodality—1808**

A musical group was referred to as accompanying the Singing Society in 1793. Prior to this date, an informal fife and drum corps appeared and took part in parades and ceremonies on campus and in Cambridge.

The Pierian Sodality, however, was the first student-organized instrumental musical group at Harvard. This group can be described as being an orchestra, organized on March 6, 1808, and is still in existence under the same unusual name. Pieria is a region in ancient Macedonia. Pierian refers to this region, or to the Muses as early worshipers there. The Muses were nine sisters in Greek mythology who presided over song, poetry, and the arts and

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sciences. Sodality simply means an organized society or fellowship.

The Pierian Sodality, then, was and is an organized fellowship of students interested in the art of performing instrumental music. The secretary's records state that:

... a number of the students of Harvard University ... unanimously agreed to institute a society, for their mutual improvement in instrumental music, to be denominated Pierian Sodality which shall be under the direction of four officers, viz. President, vice President, Secretary and Treasurer.28

The date is indicated above. The records are very complete and could be the subject of a lengthy paper in themselves. The Harvard Archives contains a general folder,29 an early history30 and the voluminous Secretary's Records.31 These documents are without question the original records and absolutely genuine. The writer made a facsimile copy of only the first page of the secretary's records which indicated the date, and contained the quote above.

This student-organized musical group has been in continuous existence for 167 years, so it surely meets a need enriching the lives of students.

28Ibid.
30Ibid., H U D 3694.2085.
31Ibid., H U D 3694.500.
The Harvard Lyceum--1810

The Telltale, circulated at Harvard in 1721, could not be called a literary magazine by even the most kindly critic, but in 1810 a literary magazine worthy of the name did appear on campus, The Harvard Lyceum. In May, a Prospectus was distributed, setting forth the type of journal proposed and inviting readers, contributors, and critics.

On July 14, 1810, Vol. 1, No. 1 of the first student literary journal appeared on the Harvard campus. It was a semi-monthly.

The Lyceum was published by a few seniors, with the intent that it be a forum, where writings of various contributors could appear. The "Address of the Editors," on page one of their first edition, stated, "It is to be the publick common-place of its contributors." They stated that "The Lyceum . . . is to be conducted by a few students of the senior class of Harvard College."

The editors also stated in their "address" that "in the estimation of the world, a good magazine of literature is a good thing," a very cleverly stated truth. They indicated that they would give the new publication "all the time and exertion which the paramount claims of other

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34 Ibid. 35 Ibid.
requisitions will permit."

The magazine published essays, poetry, book reviews, and some Hebrew and Greek translations and commentaries. Apparently, the time and exertion of the editors was not enough, or the response of the campus contributors was inadequate. According to Morison, The Lyceum was "painfully literary" and lasted less than a year. Although it was short-lived, it opened the way for student publications of all kinds. The Register appeared in 1827, The Magazine in 1854, The Collegian in 1866, and many others followed.

**Conclusion**

The spirit of independence and freedom helped to create the United States of America in 1776, and to carry on a terrible war that ended victoriously for the Colonies in 1783. Did this spirit have an influence on the spirit of independence and freedom of Harvard College students between 1776 and 1825 and after?

The writer feels that it did. Independence and freedom permeated everywhere, for those who were loyalists fled to England leaving the field to the patriots when hostilities broke out. The students in the years during and after the war were filled with patriotic fervor and enter-

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36 Ibid.

tained ideas of more personal freedom and independence than ever before.

This was evidenced by the wide variety of student innovations at Harvard in the short period of twenty-five years, 1785 to 1810, when all seven of the innovations discussed in this chapter were introduced. This was more than in the nearly 150 years of the college's history prior to 1785, and about as many as were introduced in the next 115 years from 1810 to 1925.

The wide range of new student activities from 1785 to 1810 is very impressive. New clubs or activities ranged from the religious to the strictly social, with two musical organizations--vocal and instrumental--and two science clubs--chemistry and geography--and a literary forum magazine. Thus, student innovative ideas covered the arts (literature and music), science, religion, and social areas of student life, enriching that life on the campus, and extending its influence into society as well as enriching the lives of the students after graduation.

It should be noted that many other clubs of many kinds sprang up during this period. Some were short-lived. Others became well-established and still exist, such as the Hasty Pudding Club. (The Hasty Pudding Club is a rival of the Porcellian Club, and features a hasty pudding at each social occasion.) In this study, however, only the first club or activity of each type or category of learning or
diversion is being studied and documentary proof of its student origins exhibited for the reader.

Rudolph devotes a chapter to the "Legacy of the Revolution," legacy referring to the influence of the Revolution on the American colleges. While most of his chapter is devoted to changes in the curriculum, he states that:

The Revolution was first made in the minds of men who became accustomed to thinking of themselves as American, who at first unconsciously and then openly spoke of the English as 'they' instead of 'we'.

The legacy of the American Revolution to the American college, was, then, a heady mixture of French deism, unruly students, state controls, and a widely held belief that the colleges were now serving a new responsibility to a new nation: the preparation of young men for responsible citizenship in a republic that must prove itself, the preparation for lives of usefulness of young men who also intended to prove themselves. The curriculum responded accordingly.

It can be said that the students "responded accordingly" also, as evidenced by the great growth and diversification of extra-curricular clubs and activities in the years after the Revolutionary War, as documented in this chapter.

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38 Rudolph, Chapter 2, pp. 23-43.
39 Ibid., p. 33.
CHAPTER V

NEW STUDENT DIRECTIONS, 1825--1875

Introduction

In this half-century, several widely-divergent student innovations were introduced at Harvard. Some were the first on any college campus in America, and most of them still exist in modern form. Some activities were resisted by the faculty, but student perseverance won out—as it usually does—if the innovation meets a real need in the academic or personal development of the students. Some even had extremely far-reaching effects, not only in the lives of the students, but in the spirit of the college, and the public image of higher education in general.

The Harvard Union--1832

In the modern collegiate world, the word "Union" always means some type of student or college room or building set aside for the leisure-time use of the college community. It usually houses game rooms, food service, meeting rooms, and sometimes even a swimming pool and bowling alleys, and room for guests.
In 1832, such a concept was beyond the wildest dreams of students at Harvard or anywhere else in the United States.

The Harvard Union was the name chosen by a group of juniors and seniors who on the evening of Feb'y. 17, 1832 . . . assembled to consider the expediency of establishing a Society for improvement in the art of addressing considerable audiences.¹

One week later, thirty-three persons met and unanimously accepted the constitution. Election of officers was held and a committee instructed to draw up the by-laws.

The original record book, a bound notebook, about 9 x 12 inches, was examined by the writer. It covers the records of the Harvard Union from 1832-1839. On the front page below "Harvard Union--1832," which is in large letters, is a handwritten note "See three pages after last entry in the minutes."

On this page is the following:

This book was delivered to the Harvard Union, a debating society organized March 29, 1880, on May 6th, 1885 by W. T. Davis Esq. of Plymouth, Mass., who had had it in his possession for several years.²

The original Harvard Union was in part a club for training in the art of public speaking and in part a

¹"Harvard Union Records, 1832-1839," Harvard Archives, H U D 3859.3500F.
²Ibid.
regular debating club with a membership vote after each debate to determine the winning side. It lasted for only eight years. Such public speaking and formal debate replaced the older form of public speaking called syllogistic disquisitions inherited from medieval universities.

Rudolph describes the disputation as follows:

The disputation, while employed throughout the year as a means of conducting discussion, was a characteristic commencement exercise of the colonial college. Confronted with a thesis, a statement of some universal truth, two students, one serving as a disputant and one serving as a questioner, would apply their powers of deduction to establish the validity of the thesis. The method of thought was characteristically scholastic and served as an examination of what the students had learned during their four years. The commencement disputation put on display not only the senior class, but the truths they had been taught.3

These disquisitions "had carried much of the burden of scholasticism in the colonial college"4 and into the first quarter of the nineteenth century.

There is no evidence as to why the Harvard Union lasted only until 1839. The name and the central idea--a debating club--was revived about forty years later on March 29, 1880, five years before the original Harvard Union record book was delivered to the new Union.

The account of the Harvard Union will be mentioned further in the next chapter.

3Rudolph, p. 30.
4Ibid.
The University Choir--1834

The singing of hymns and other religious music was always a part of student life at Harvard. The Singing Club, dating back to 1786, has been documented in chapter four.

The University Choir was organized on 5 November 1834. The original manuscript of the constitution was examined by the writer, and facsimile copies were made.

"The object of the University Choir shall be to cultivate the knowledge and practice of sacred music, having especial reference to the devotional exercise of the College Chapel."\(^5\)

Undergraduates alone could become immediate members, but others connected with the University also were eligible to join.\(^6\) The president had to be chosen from the senior class, and he also served as chorister, or it was his duty to appoint one from the choir.\(^7\)

The President, in connexion with the Chorister, shall have the direction of the music and of the distribution of the parts, the determination of the exercises of the Choir at meetings for practice, and the selection of tunes for public worship. The peculiar duty of the Chorister shall be to lead in the performance of the music.\(^8\)

This quote from Article 3 of the choir's constitu-

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\(^6\)Ibid., Article 1.

\(^7\)Ibid., Article 2.

\(^8\)Ibid., Article 3.
tion definitely establishes the fact that the choir was indeed a student organization, and not set up by the faculty or the administration.

These young men loved to sing sacred music. They wanted to learn more about it, and were willing to give the time to practice and to serve the university by singing at the Chapel services. Chapel met daily, but it is not known whether the choir sang at every service.

This was a significant innovation, for it was twenty-two years before the university taught music as part of the curriculum.9

The Boat Club--1844

The broad, meandering, and placid Charles River has bordered Harvard's campus since its founding. Today the campus lines both shores for considerable distances.

Oxford and Cambridge had boated since Waterloo, according to Morison. However, despite its obvious presence, the river was not "discovered" by the Harvard students until 1844.10

The Oneida Boat Club11 was formed among the members of the class of 1846,12 mostly for the fun of rowing, or to

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get somewhere upstream or downstream to Boston. As more clubs were formed,\textsuperscript{13} racing was inevitable. By 1847, there were four boat-racing clubs, each owning a six-oared boat, approximately thirty-seven feet long with a three-and-a-half-foot beam.\textsuperscript{14}

In 1852, the Oneida Boat Club was challenged by a boat club from Yale "to test the superiority of the oarsmen of the two colleges."\textsuperscript{15} The race was rowed on Lake Winnipesaukee in New Hampshire on 3 August 1852, and was the first intercollegiate athletic contest held in America. Though the contests were initiated by Yale oarsmen, the Harvard men won both morning and afternoon races.

As an interesting sidelight related to boating and racing, the idea of "team colors" originated, in connection with the Boston City Regatta on 19 June 1858.

The Harvard oarsmen (both undergraduates and graduates) agreed that because "of the large number of entries they must have some distinguishing mark."\textsuperscript{16} Six brilliant crimson silk handkerchiefs were purchased and tied around their heads. The oarsmen won all the races that day and also at a later race on 5 July.

Crimson definitely was regarded as a lucky color and became the Harvard rowing color. Later crimson spread to be

\textsuperscript{13}Harvard Archives, H U A 845.2, and H U A 844.2.  
\textsuperscript{14}Morison, p. 314.  
\textsuperscript{15}Ibid., p. 315.  
\textsuperscript{16}Ibid., p. 316.
the team color for other athletic sports at Harvard. In 1910, the crimson of the handkerchief used in 1858 was formally adopted by the Harvard Corporation as the official color of the University. One of the original handkerchiefs is preserved in the University Archives.\textsuperscript{17}

It is not the intent or purpose of the writer to document and discuss all student innovations at Harvard, particularly not in the field of student athletics and team sports. Boating or rowing was the first student-organized intercollegiate competition, as documented above. Such documentation is also possible in baseball, football, and other sports, but will be only briefly mentioned here. The students bought their own equipment and even hired their own professional trainers and coaches. Students organized the Harvard Athletic Association in 1874 and sponsored track and field events, boxing and wrestling, cricket, lacrosse, and lawn tennis.\textsuperscript{18}

Not until 1882, did the faculty interfere with the astounding growth of sports, and then primarily because of the long baseball schedule and its large number of away-from-campus games.\textsuperscript{19}

The faculty athletic committee forthwith banned the professional trainers and coaches that the students had

\begin{flushright}
\textsuperscript{17}Ibid. \hskip 1cm \textsuperscript{18}Ibid., pp. 404-09. \\
\textsuperscript{19}Ibid., p. 410.
\end{flushright}
hired, but the players hired others secretly and practiced in the loft over the police station.\textsuperscript{20}

It was not until the turn of the century that the faculty finally agreed with the students' viewpoint that they were entitled to professional teaching in sports as well as in their academic studies.\textsuperscript{21}

In this entire area of student life--sports and athletics--the students were at least fifty years ahead of the faculty and administration. Students were innovative in many respects: class team competition, intercollegiate competition, athletic trainers, professional coaching, an athletic association, and choosing school colors. A student, F. W. Thayer, of the Class of 1878, invented the baseball catcher's mask. After many years of benign neglect, if not approval, the faculty finally brought the proliferation of student sports and athletics under its direct supervision and control.

\textbf{The Senior Class Photo Album--1852}

The \textbf{Harvard Senior Class Photo Album} was the forerunner of the modern yearbook, published by the senior class in most colleges and universities, and even in most modern high schools.

Charles Upham, chief marshal of the Class of 1852,

\textsuperscript{20}\textit{Ibid.} \hspace{0.5cm} \textsuperscript{21}\textit{Ibid.}
persuaded each of his classmates to sit for a daguerreotype portrait.

Almost all are fine, clear pictures. Arranged alphabetically in a wooden cabinet constructed for the purpose, the originals were given by the Class to the College Library, where they still remain, one of the most precious items in the section of the University Archives given over to Class records.\(^{22}\)

Later in the 1850s, advances in photography made it possible to print the pictures in two albums in book form. Views of Harvard College buildings and grounds appeared in 1858, along with a picture of the rowing crew in action on the Charles River.\(^{23}\)

In 1862, the first group pictures appeared, and later short printed pieces about each senior, the Class History, and in the late 1800s, athletic statistics and other features.

Other types of publications followed and in 1903, the Harvard Year Book and Program appeared. Its editors endeavored "to produce a book that will be valuable to all who are interested in Harvard, and especially to men in the Senior Class."\(^{24}\)

Other changes came about in publishing policies and objectives through the years, but the gallery of portraits of graduating seniors always made up the heart of every

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\(^{22}\)Kimball C. Elkins, "The Class Album Through the Years," Harvard Alumni Bulletin 57 (1954-55); 675.

\(^{23}\)Ibid.  \(^{24}\)Ibid., p. 676.
This student innovation, begun in 1852, was referred to favorably in the Faculty Records in the 1870s.\textsuperscript{25} It is another example of a student idea that met a need and caught on as a permanent feature of college life at Harvard.

**The Collegian--1866**

The Lyceum, a literary magazine, made its appearance in 1810, as has been stated, but it was not until 1866 that a student newspaper appeared--The Collegian--published fortnightly. Morison called it a "spightly wench."\textsuperscript{26} It was begun without faculty approval or knowledge, and purported to replace the Harvard Magazine which "sank into a premature grave"\textsuperscript{27} according to the editors of The Collegian.

Unknown to the editors, The Collegian also was headed for a premature grave, for only three issues were published--9 March, 23 March, and 6 April 1866.\textsuperscript{28} The paper was well-written, however, and contained student literary efforts, college news and personal interest items, mention of baseball, rowing, and crew, and some advertising.

\textsuperscript{25}"Faculty Records," vol. V, 1872-74, Minutes of Meetings, pp. 120-21.

\textsuperscript{26}Morison, p. 317.

\textsuperscript{27}The Collegian, 9 March 1866, p. 1.

\textsuperscript{28}The Collegian, Harvard Archives, H U K 119B.
The Collegian did not die a natural death, but was "murdered" according to an article in The Advocate which succeeded The Collegian on May 11, 1866, only a month after The Collegian's untimely death. Apparently, some of the same students who had put out The Advocate also edited The Collegian, for The Advocate's page one story laments the dictatorial manner in which the staff was ordered to stop publishing The Collegian. There was no advance warning, no willingness on the part of the faculty to conciliate or compromise. Some of the faculty had been offended by "indistinct allusions" to them, but no apologies were accepted.

The bitterness of the student editors comes through in the following quotations from The Advocate.

We consider ourselves slighted by this relentless course of our rulers in overlooking our dearest wishes.

The good order and correct discipline of the College is far more likely to be demoralized by one instance where all explanation of the disputed point has been refused, than it could be by many midnight revels in front of University.

We deny that the powers that be have any right to muzzle us in such a manner, or, even granting that they have the right, how much better it would have looked to have refrained from exercising it in such a case as this. They might have known that it would only serve to provoke ill-feeling between themselves and the students, and to bring the college into disrepute.

29 The Advocate, 11 May 1866, p. 1, Harvard Archives, H U K 119B.

Several prominent gentlemen of Boston ... never before imagined that the students were treated in such a illiberal manner.

It is well known that the students ... for the most part ... obey the laws of the college; ... but how absurd it is to say that they must not murmur, or have an opportunity to declare wherein these laws may be unjust and inexpedient! 31

Despite these rather pointed complaints, there was no faculty reprisal. Apparently the main difference between The Collegian and The Advocate was that the former was published without prior faculty approval, and the latter had it. So, despite student complaints in 1866 about lack of freedom of the press, they were able to publish their bitter complaints under a new masthead, which proved that they did, in fact, enjoy much freedom.

The Advocate was replaced by The Magenta, which was first published on January 24, 1873. 32 The Magenta was published twice a month, and when it became a daily in 1881, its name was changed to the Harvard Crimson. 33 It is still being published as a daily under this name, ninety-four years later.

There were several other student publications, some quite well-known, such as the satirical Harvard Lampoon, but

31 Ibid., p. 3.
32 The Magenta, 24 January 1873, Harvard Archives.
33 The Crimson, 1881, Harvard Archives, H U K 3304, and H U D 3304.173.
these will not be documented or discussed further in this paper.

**Conclusion**

Student innovations at Harvard University during the fifty year period from 1825-1875, documented in this chapter, triggered great changes in student life. These changes triggered others which brought about wave after wave of change that extended into the next fifty year period, and permanently expanded student life on the Harvard campus.

This was true of The Harvard Union and especially true of the student contributions in the areas of student publications, sports, and athletics.
CHAPTER VI

STUDENT INNOVATIONS, 1875--1925

Introduction

The student-initiated idea for a Harvard Union building began early in this period. It culminated in the dedication of a $200,000 structure in 1901. The students also went into business when they organized the Harvard Co-op in 1882.

In the twentieth century, the students organized a drama club to perform student-authored plays, and also began two activities related to aeronautics--The Harvard Aeronautical Society and The Harvard Flying Club.

The Harvard Union--1880

When the debating club was reorganized in 1880, after a forty-one year lapse, the students chose to call it the Harvard Union. This time, however, for a very different reason.

James B. Ludlow (Harvard, 1881) had traveled to England in 1879, and while there visited Oxford University. He was entertained at the Oxford Union and was impressed
with its fine building, built in 1853, and its well-established debating tradition dating back to 1823.¹

Ludlow felt that this type of building, a University Club, was needed at Harvard. So, on his return to Cambridge, he instigated a movement for such a building through the college periodicals.²

The idea met with general favor and, in March 1880, the Harvard Union was formed. Its object was to bring the university together. In order to give some definite interest to the club, it was decided to organize it as a debating club.

It was thought that debate could attract the students socially because of the popularity of collegiate debate. The debating aspect prospered, but the social function was a failure as part of the debate club.³

Though need of a social center for students was evident, it was not until 1901 that it became a reality at Harvard. The drive for a University Club and the idea of a Spanish War Memorial were combined at the suggestion of Professor Ira Hollis.⁴

³Harvard University Handbook, 1936, p. 49.
⁴Ibid.
A gift of $150,000 in 1900 by Major H. L. Higgins, of the Class of 1841, put a financial drive for a social center over the top, and the university "club" became a reality. 5

The Harvard Union (the debating club) was still in existence. The new University Club wanted this name so the debate club graciously changed its name to the University Debating Club and the University Club changed its name to the Harvard Union. A drive for an actual building for the Union was headed by Harvard graduates in the 1890s. Yet it was the students who initiated the idea in 1879 and 1880, and campaigned for it for over twenty years. 6

The Harvard Co-operative Society--1882

Charles H. Kip, of the Class of 1883, was the founder of the Harvard Co-operative Society in 1882. He conceived the idea early in 1881 as a means of helping needy students. During the winter of 1881-82 he worked out the details of his plan for a student co-operative.

The records of the first seven or eight years of the Society have been lost, but Kip recreated his organizational steps fifty years later for the Harvard Alumni Bulletin. 7


6Harvard Crimson, 27 October 1896; 9 June 1897; 14 June 1897; 12 January 1898; 17 January 1898; 18 January 1898; 19 January 1898; 23 January 1898; 24 January 1898.

He had been an editor of the *Harvard Daily Echo* in 1881-82, and was able to accurately reconstruct the events which took place. The *Daily Echo* had carried editorials, meeting announcements, and reports of meetings about his plan. These were available to him as he wrote his account of the origins of the Society for the *Alumni Bulletin*.

Kip's personal historical account was typed. It consisted of three double-spaced pages, with editing and a closing sentence penciled in by the author. His recollections formed the basis for ninety percent of the article in the *Alumni Magazine*.

When Kip was a student at Harvard, he and other students were forced to pay more for their needs than the people of Boston or Cambridge. According to Morison, the students founded the Co-operative Society "in order to protect themselves from the rapacity of Harvard Square coal-dealers and book-sellers." 9

Kip regarded his plan as philanthropic, "to help especially those students who had to struggle for the cost of their education." 10 Accordingly, he invited forty-two men to his rooms that he believed were interested in a

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9 Morison, p. 403.
philanthropic organization of this kind. Forty-one responded. After a full discussion a committee was appointed to present the plan to the University. A temporary constitution, read at the first meeting, was published as a supplement to the Daily Echo of 27 February 1882, and a well-attended general meeting was held the next day. "After much discussion, it was decided that four hundred names should be required in order to organize the Society." Within a week, nearly four hundred had signed. Within two more weeks, more than the required four hundred students had joined.

The annual saving to each man who joins will be from ten to twenty dollars. . . . The savings on coal will be reached by uniting the orders of members, and employing the coal dealer who will give the lowest rates for furnishing and delivering the aggregate amount ordered. The greatest convenience to members will accrue from the methods of keeping second-hand furniture and books on sale, which will accommodate both buyers and sellers.

The idea of the Society dealing in second-hand furniture and books met a real need for both students leaving the university and new students arriving. Furniture repairs were made when necessary, and the articles were sold at a small profit. Another feature of Kip's plan, was

11 The Daily Echo, 23 February 1882.
12 Ibid., 1 March 1882.
that of "Affiliated Tradesmen." These were merchants who agreed to give students discounts ranging from ten to sixty percent for cash purchases upon presentation of their Society membership cards.\textsuperscript{15}

In its early years, the Society, now referred to as "The Co-op," was furnished space free-of-charge by the university. The Society was incorporated in 1903, and in 1907 it bought and occupied the building on the site of its present main building.

Today, the Harvard Co-op occupies two four-level buildings and is one of the most important downtown business enterprises in Cambridge. It is like a big department store, and almost any household item or student need can be purchased there.

The Co-op is open to the public, but only student members are entitled to discounts on purchases, payable—if desired—at the end of the business year.

\textbf{The Dramatics Club, 1908}

Students took part in play-acting at Harvard as early as 1758.\textsuperscript{16} It is not known whether they did this on their own, or whether these plays were encouraged or required by the faculty. It is known, however, how the Board

\textsuperscript{15}\textit{Ibid.}, p. 933.

of Overseers and the Harvard Corporation felt about student attendance at stage plays and theatrical entertainment off campus. At the Corporation meeting of 16 November 1762, the following resolution was adopted:

Whereas the attending upon Stage-plays Interludes and theatrical entertainments tends greatly to corrupt the morals of a people & particularly, with respect to the College, must needs (besides corrupting their morals) be highly detrimental to their learning by taking off their minds from their studies, drawing them into such company as may be very ensnaring to them, expensive to their parents & tending to many other disorders; Therefore, Voted, That if any Undergraduate shall presume to be an actor in, a Spectator at or any ways concerned in any such stage plays, Interludes or theatrical entertainment in the town of Cambridge or elsewhere, he shall for the first offense be degraded according to the discretion of the President & Tutors & for any repeated offense shall be rusticated or expelled.17

Rustication was a penalty short of dismissal from college. It is well defined in the following quotation.

To remind high-spirited students of their academic responsibilities, they were sometimes sent away from the campus to live and study in some clergymen's home till more sober preference for the intellectual life prevailed. In any event the dominant spirit of motivation was one of discipline, learning to work against the native inclination of the flesh.18

The above prohibition against attendance at or taking part in such activities as plays extended to graduate students also, whether or not they lived on the college campus.

17"Overseers' Records 2," 1744-68, Minutes of Meetings, p. 132.

18Brubacher and Rudy, p. 95.
And if any Graduate residing at the College shall offend against this Law, he shall have his chamber taken from him. And if any Graduates who live in Cambridge tho' not residing at the College shall offend in the like manner, they shall be denied any privilege of the College Library, or to be in any regard a College Beneficiary.19

A century later, Harvard undergraduates had an "insatiable thirst for theatricals."20 Social clubs, fraternities, college journals, the Boat Club, and foreign language clubs all produced plays of both frivolous and serious types.21

The French Club began putting on plays in 1888. "These (says M. Gaflot in Le théâtre au Collège) were the first performances of French drama in any college or university since the expulsion of the Jesuits from France in 1762."22

A student essay in The Advocate for January 1908 stated "... our most crying need at present is a dramatic club."23 He must have been right, for within two months the students organized The Harvard Dramatic Club,24 with thirteen men considered founders and charter members.25

20Morison, p. 431. 21Ibid. 22Ibid.
24The Harvard Bulletin, April 1908; Morison, p. 437.
The intent was to give serious modern plays. What made the new dramatics club unique was the intention to present, not well-tried plays which had been given before, but original work by undergraduates or recent graduates of Harvard. The students felt that this would encourage playwriting at Harvard and that it "gives the club an original and advanced position among college dramatic clubs."26

The first play, The Promised Land, was presented on campus 15 December 1908, and again in Boston on 17 and 19 December. It was written by a member of the Class of 1907.27

The Aeronautical Society--1909

Boston was one of the pioneer areas in the United States that demonstrated an interest in hot-air balloon flights as early as 1821.28 The first great American aeronaut, Charles F. Durant, made a balloon ascent from the Boston Common in July, 1834. There were many such ascents and other experimental undertakings in Boston, such as the first successful photograph from the air, taken from a balloon in October 1860.29

"The Boston Globe was one of only six metropolitan newspapers in the country that published the news of the

26Ibid. 27Ibid., cover.
28The Columbia Centinel, 5 September 1821.
achievement (of the Wright Brothers flight in 1903), overlooked by so many others."

Boston also claims to have established the first aeronautical club in the world, on 2 January 1902. Eleven well-known Bostonians, meeting socially at the Massachusetts Automobile Club, signed an agreement to associate as a club and to "indulge in the sport of ballooning." Interest in ballooning was so great in the Boston area that for a number of years, more ascensions were made annually in Massachusetts under the auspices of the Club than were credited to all other states combined.

It is understandable then, that the Bostonian Society would report that "The Harvard Aeronautical Society was organized in November 1909, as an educational and scientific institution devoted to aeronautics . . ." The reader would assume that this new Society was organized by the university, but actually it was organized by the students.

Announcement of the organizational meeting appeared in the Harvard Crimson prior to that evening's meeting in the Union on 11 November 1909. R. L. Groves, Crimson editor, of the Class of 1910, presided. "Opportunity will

30 Ibid., p. 32. 31 Ibid., pp. 32-33.
32 Ibid. 33 Ibid.
be given to every member of the University, who is interested in aviation, to become a charter member of the society," he said. Members of the organization committee were to explain the purposes and outline the plans of the society. Officers and an executive committee were to be elected.

Following the above initial meeting, an article appeared in the Springfield (Mass.) Republican newspaper under the heading "Harvard Aeronautical Society." This article reported that of the 300 students present, 250 signed up to become charter members. An engineering instructor spoke to the students. The newspaper reported on the speech as follows:

At no other educational institution in the country, he declared, were there such opportunities for development both along theoretical and practical lines in aerial navigation as at Cambridge, and in organizing this society at the present time Harvard will be a pioneer in the movement among American educational institutions.

An aero library was established, working models of Wright and Bleriot types of planes acquired, and a glider and a biplane named "Harvard I" were built.

A later issue of the Harvard Crimson stated that:
Books and pamphlets on aeronautics and related

35 Ibid.
36 Springfield (Mass.) Republican, 15 November 1909.
subjects are now reserved in the Gore Hall Library until club rooms are obtained. The society expects to purchase a flying machine to be used for experimental and exhibition purposes.38

This reference to the society having its own club rooms, and the society's purchase of a flying machine, not the university purchasing it, and the fact that a student was chairman at the organization meeting are all strong evidence that the Aeronautical Society was an organization begun by the students. In addition, the Harvard University archivist has so classified all materials relating to the Aeronautical Society.

The Flying Club--1925

America's first "flying" College Flying Club was founded by and for Harvard undergraduates in March of 1925.39

Thirty students responded to an invitation from Rodney Jackson, Class of 1928, to organize such a club. Its purpose was "to foster an interest in aviation at Harvard, and to own and operate a plane for the benefit of its members."40

For a year and a half, the members struggled to raise money to purchase their own plane, but were unsuccessful.

ful. Early in 1927, a club member loaned the necessary funds, and a plane in need of reconditioning was purchased. The members, now numbering fifty, did the work themselves, and flew the plane that spring with no mishaps. From the fees assessed the members, enough money was in the club's treasury for a plane to be purchased in the fall of 1927. It was successfully flown from Wichita, Kansas, to Boston by two of the club members.

CHAPTER VII

SUMMARY AND COMMENTS ON STUDENT INNOVATIONS

BY CLASSIFICATION

Literally hundreds of student organizations were formed at Harvard during the two hundred year period of this study, 1725-1925. Some were short-lived, some merged with other similar ones and lost their identity. A few have been in continuous existence for over 160 years.

The twenty-three student organizations or activities selected for this study were chosen because each represented the first of its kind at Harvard. Most of them were the opening wedge that made it possible for the others to follow, not only at Harvard, but at other colleges and universities in the United States.

All of those organizations selected, except for the two relating to student protest, were in the area known as the extra-curriculum. Before 1725, there was no extra-curriculum that can be documented. Harvard College was "little more than a body of established doctrine, an ancient course of study, and a respectable combination of piety and
After 1725 the students began to bring about the unseen revolution. For the American college, if it could not be reformed from the top, it could be redefined from the bottom... it was significantly changed by... hosts of undergraduates.

Student Innovations Related to Academics

The earliest student innovations, by classification, were those related to the curriculum. All four of them came before 1800, but none of them are still in existence. The first documented in this study was the Philomusarian Club in 1728. This "love of learning" club met strictly in secret, an indication that even a club with such a lofty purpose was probably against the college's rules.

The Latin Society (1742), the Chemistry Club (1795), and the Geographical Society (1798) all definitely were related to studies. The latter two were very small and short-lived, and very little is known about them.

Student Innovations Related to the Arts

The largest classification of student innovations, a total of nine, is related to the arts, the area of self-improvement, and human creativity. The earliest, The Speaking Club, founded in 1770, also met strictly in secret. It

1Rudolph, p. 136. 2Ibid.
is the oldest student organization still in existence at Harvard, although it has gone through several mergers and name changes.

The Speaking Club and the Harvard Union (Debating Society, 1832) were the most important student innovations that injected a personal, intellectually-competitive aspect into student life. They gave students forums to speak their own minds, to gain self-confidence in expressing ideas, and to deal with subjects beyond the limited curriculum of those years. Rudolph, significantly, called the debating society "the first effective agency of intellect to make itself felt in the American college."³

The classrooms of the period tended to deny intellect rather than refine it. The recitation of memorized portions of text was regarded as the ultimate intellectual exercise. The debates, disputations, and literary societies owed their allegiance to reason, and "they imparted a tremendous vitality to the intellectual life of the colleges."⁴

In the mid-1800s, various college presidents believed that intellectual training impaired one's moral sensibilities, and that intelligence alone led to human depravity.⁵ The students at Harvard knew better, and demonstrated it convincingly. They were learning about the past,

³Rudolph, p. 137. ⁴Ibid., p. 138. ⁵Ibid., p. 139.
but they were also interested in growing as persons in the present, to be better prepared to serve in the future.

The Singing Club (1789), the Pierian Sodality (Orchestra, 1808) and the University Choir (1834), were the first student organizations at Harvard in the field of music, long before music became a part of the curriculum in 1856. These groups opened the way for other student organizations of this nature. The band, Glee Club, and other choral and instrumental groups followed through the years, enriching community life as well as student life on the campus. According to Morison, in 1863 the Glee Club and the Pierian Sodality were "actually allowed to hire a hall and give a public concert, on condition that no tickets be sold."6

Student publications were another area of student innovations that had a great influence on student life and on the college itself. The Lyceum, (literary magazine 1810), The Senior Class Photo Album (1852), The Collegian (1866), and its successor The Advocate (1866), all provided the students with a means of self-expression in the written word. They were the first of many student publications to follow. Some of these were short-lived, while others are still publishing.

The Collegian published only three issues, and was

6Morison, p. 295.
followed about a month later by The Advocate. The demise of The Collegian was not a matter of lack of freedom of the press, it was simply that the students had published a campus newspaper without obtaining prior approval of the faculty. The faculty "murdered" The Collegian, according to its successor, The Advocate. In The Advocate, the students were far more critical of the faculty than they had been in The Collegian, but the new publication was not suppressed, primarily because it was begun with faculty permission.

By 1925, the college literary magazine, yearbook, and student newspaper were all well established features of student life at Harvard. Students initiated each of these important features, and they deserve the credit for it.

The Drama Club, formally organized in 1908, completes the student innovations in the area of the arts. Drama long had been a part of the college, following the early prohibitions, but there was no student drama club of record. The students felt a need for such a club, and added an unusual feature--they would enact only plays written by students or former students at Harvard.

**Student Innovations Related to Recreation**

The earliest fun-type student club at Harvard is still in existence, and functions under the same name, The Porcellian Club, organized in 1791. It was simply a group that wanted to dine out together on a regular basis, to eat their favorite meat, pork. Other similar groups followed,
notably the Hasty Pudding Club, also still in existence.

Other students, seeking more active fun, as documented in Chapter V, organized The Boat Club in 1844. This led to the first intercollegiate athletic contest in America, a boat race between Harvard and Yale in 1852. The attitude of the faculty may have been that of indifference, but at least it was not hostile to such activities. Baseball began at Harvard during the Civil War; the first intercollegiate game was played with a Brown University class team on 27 June 1863. The first varsity game was played with Williams College in 1865, and football was soon to follow. Class teams played the new version of football in 1871, and the Harvard University Football Club was organized in 1872. According to Morison, "The spontaneous growth of athletics was the most astounding phenomenon of student life . . . in the first fifteen years of Eliot's administration" (1869-1884).

Other athletic endeavors provided opportunities in track, boxing, wrestling, and gymnastics, all under the supervision of the undergraduate Harvard Athletic Association, organized by the students in 1874. Of all the athletic activities, football had the greatest influence on student life and the university.

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7 Morison, p. 316.  
8 Ibid., p. 404.  
9 Ibid., pp. 407-08.
Rudolph devotes chapter eighteen to "The Rise of Football." Some lesser known aspects of the pervasive influence of inter-collegiate football discussed by Rudolph follow:

1. Coach A. A. Stagg, of the University of Chicago, is quoted to the effect that football replaced convivial drinking as the major college sport in America.

2. Football, especially winning football, became a major public relations tool for the college, and was widely acknowledged as one of the sport's major justifications.

3. The coaches assumed an old-time professorial function as advocates of clean living and pure thinking, a substitute for the moral guidance once supplied by professors. This was in many ways more effective than compulsory morning chapel or a faculty discipline committee.

4. It brought about intercollegiate relations in other areas, after the need for regulating athletic relations became necessary.10

For years there was no positive faculty policy at Harvard toward athletics. Finally, over a period from 1882 to about 1900, all athletics were brought under faculty control and supervision.11

Morison felt that the growth of athletics helped to integrate college life by bringing together men of the widest social origins.12

All of the student innovations had some enriching effect on student life, but intercollegiate athletics had

10 Rudolph, chapter 18 passim.
11 Morison, p. 410.
12 Ibid., p. 415.
an additional impact on the alumni, parents, and the general public. Athletics helped to change the image of college and college life in the minds of the public. Athletics also changed the image that the college man had of himself, from that of strictly a scholar to that of an all-around man. He was able to make a good showing with either a book or a ball in hand; he became more confident in the laboratory, and on the playing field.

President Eliot in his report for 1881 declared games and sports to be 'of great advantage to the University,' not only because 'the ideal student had been transformed from a stooping, weak, and sickly youth into one well formed, robust, and healthy,' but because 'the perseverance, resolution, and self-denial necessary to success in athletic sports turn out to be qualities valuable in business and other active occupations of after life.'

Another important student innovation was that of the University Club idea, which took the permanent collegiate name Harvard Union for its building in 1901. The origins of this Harvard Union were documented in Chapter VI. Students began a drive to get such a building as early as 1880.

Morison made an error with regard to the founding of the Harvard Union, stating that "Major Higginson in 1901 founded the Harvard Union." It would have been more accurate to state that he funded the Harvard Union, for he

\begin{itemize}
  \item \textit{13} Morison, p. 409.
  \item \textit{14} Ibid., p. 418.
\end{itemize}
gave a gift of $150,000 toward the $200,000 building fund drive. Scholars using only Morison as the authoritative source would be misled by the above quote, since research documents that students actually were responsible for the concept of forming a Union. Morison omits any reference to the original Harvard Union (1832), the speech and debating club. He also neglects to mention the revived Harvard Union (1880), whose main purpose was to bring about a college building for social purposes, as documented in Chapter VI.

The Aeronautical Society (1909) and the Flying Club (1925) are classified with recreation in this study even though both do require considerable scientific learning and application. They were not part of the curriculum, but they did provide much creative work for their members.

Student Innovations, Miscellaneous

Both the individual protest against physical punishment (1749), and the first group protest against bad butter (1766), had significant impact on the Harvard College faculty and administrators. Authority to box the ears as a form of punishment was liable to abuse, and the practice was suspended within five years of a student's protest. It was removed from the College Laws when they were revised in 1767.¹⁵

¹⁵Morison, p. 113.
The resistance to the serving of bad butter got immediate action, for a faculty committee examined the butter, and a considerable portion of it was condemned. The students had to admit to error in their zeal to protest, and were required to sign a confession, or be expelled, even though their actions by our standards seem justified.

Both of these student "rebellions," by the individual and the group, set precedents for future student generations. No longer could the students' sense of human dignity be trampled on, nor could they be fed without regard to sanitation and spoilage as though they were animals. These rebellions took a lot of courage, and the courage of these students brought about much-needed change on the campus of Harvard College in the mid-1700s.

The Marti-Mercurian Band (1769), a military drill unit, grew out of the students' rising patriotic fervor in the years prior to the Revolutionary War. Its founding was significant because it demonstrated that the students were not isolated from what was happening around them, even though they were "in college."

Such a military drill unit also was the forerunner of college R.O.T.C. units, and as such was a significant student innovation affecting not only student life but life outside the campus.

Adelphoi Theologia, a religious club formed by students in 1785, filled a need for discussion of religious matters, and for strengthening the spiritual lives of the
members. There was a great deal of formal, required religious exercise, but since this was voluntary and its program student-directed, it may have had more meaning for the members than the required exercises. There is no evidence that the club met in secret, so it apparently had faculty approval; at least they did not oppose it.

The Co-operative Society was founded in 1882, and is not only still in existence, but thriving. It is known today as the Harvard Co-op, or more familiarly as "The Coop," pronounced as in "chicken coop."

This student-owned business venture was an instant success and has been growing ever since. This innovation gave the students a much-needed financial break, and gave them a sense of pride and ownership in matters that concerned them. It was another example of student initiative that met a need, and brought about an improvement in student life on campus at Harvard.

The writer agrees with Rudolph's statement on the students' efforts to build the extracurriculum:

When the students were finished they had planted beside the curriculum an extracurriculum of such dimensions that in time there would develop generations of college students who would not see the curriculum for the extracurriculum; who would not believe that the American college had any purpose other than those that could best be served by the vast array of machinery, organizations, and institutions known as student activities. To what had been a curriculum in the 1820s was added a vital extracurriculum by the 1870s.  

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16 Rudolph, p. 137.
The writer agrees with all but the last statement above. It may be true, as applied to colleges in general, that most of the vital extracurriculum was added after 1820. At Harvard, however, the students had already added the following prior to 1820: a military drill unit, a foreign language club, public speaking clubs, a religious club, a singing club, social clubs, science clubs, an orchestra, and a literary magazine.

The extracurriculum became so influential in college life that Rudolph refers to it as "assuming significant authority over college life . . . and a remarkably important element in the power structure of the American college." Rudolph felt that the college authorities did not intentionally "create the power vacuum that gave the students their opportunities." It was rather "a conscious policy of laissez faire, an administrative acquiescence in, if not approval of, these student excursions into the world of the extracurriculum." This growing network of extra-curricular activity became the repository of student power, and brought about the far-reaching changes in student life on the Harvard campus between 1725 and 1925 which have been documented in this study.

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17 Rudolph, p. 156. 18 Ibid. 19 Ibid. 20 Ibid., p. 157.
CHAPTER VIII

ORIGINS AND VALUES OF THIS STUDY, AND
RECOMMENDATIONS AND CONCLUSION

Origins

In the spring of 1970, several Kent State (Ohio) and Jackson State (Miss.) students were killed on campus by police units. This was a year of great agitation on the part of many students on campuses all across the United States. It was also the year of the writer's sabbatical leave for full-time study at Loyola University of Chicago.

Though over fifty years of age, the writer was experiencing the student view of collegiate life, and felt that students had something important to say. It was impossible to be in accord with them on all issues. It seemed that they were pushing for change, and that college officials were determined to preserve the old, established order. Instead of reasoning together as intelligent humans, both sides, in the end, descended to physical violence. Though widespread, this did not occur at Loyola.

In searching for a subject worthy of a doctoral dissertation, the writer began to consider the general
subject of change on college campuses. Several questions were appropriate to raise here, such as: Who initiates change? Who resists change? How much change could be traced to student ideas and activism? Could student-initiated change be documented historically?

A challenging address by Harold Grant about higher education's involvement in social change, and a course in documentary research in education helped the writer to decide to document changes brought about by college students. To do this on a national scale was far too complex a task, so it was determined to focus on student innovations only at Harvard University.

Further narrowing of the topic seemed advisable, especially in view of the great changes brought about by students in very recent years. Therefore, documenting selected student-initiated change at Harvard, from 1725 to 1925, was chosen as the subject of this study.

**Evaluation of This Proposed Study**

by Two Eminent Scholars

When doing research for this study in the Harvard Library Archives, the writer met the eminent author, Harvard historian, scholar, and Archivist Emeritus Clifford K. Shipton. When he learned of this proposed study he expressed enthusiasm for it, and remarked, "The area you are

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1Grant, I.G.P.A. address, 26 Sept. 1969.
working in is so thinly occupied. This project needs doing."²

In correspondence about this study with Frederick Rudolph, author of a history of American colleges and universities, he replied:

Your focus—student-innovation—has interested me for some time, and you are aware of where and how I have dealt with the subject in my own writings. The idea of digging into the whole matter in a systematic way is a good one.³

Students as Agents of Change

According to the historical records available as shown in this study, students brought about great change in student life at Harvard from 1725-1925. Social change on a college campus is like social change in the larger society. There is little of it without pressure from those who seek change being applied to those in positions of authority. When there is no pressure, those in authority assume that everyone is happy with the status quo.

College faculty members have been described as "the chief resistors to change, the bastions of the status quo, the champions for the preservation of the old institutional order."⁴ This statement is from a young college administrator in student personnel work.

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²Clifford K. Shipton, interview at Harvard Library, 7 July 1972.
³Frederick Rudolph to Paul Hartman, 7 July 1972.
⁴Grant, I.G.P.A. address, 26 Sept. 1969.
Lewis S. Feuer, widely acknowledged as the foremost analyst of student movements, and a college professor of about sixty years of age, describes the students:

The students are above all intellectuals, persons with ideas, ideas which they embrace with the full fervor of fresh discovery. A new idea has all the poetry, involvement, and purity of a first love.5

When the "bastions of the status quo" are challenged by students with "ideas which they embrace with the full fervor of fresh discovery," change is inevitable. The questions then become, what direction will the change take, and will it come about in an orderly manner?

Feuer's work dealt with larger issues than those confined to any one college campus. He studied student rebellions and political activism, and theorized that the underlying conflict was a conflict of generations. Feuer stated that student movements irrationally chose violence and thereby sowed the seeds of their own destruction. The student movement leaders were alienated from society and from the universities, and tried to stir up emotional rebellions which rejected the values of the older generation.6

In 1766, the Harvard students protested being served rancid butter. This protest, as discussed in Chapter III, became known as the Butter Rebellion, but it was,

6Ibid., p. 22.
in fact, an orderly boycott of the food services. After faculty investigation, the bad butter was destroyed. The students, however, were forced to apologize to college officials because they had challenged their authority. This was during the Colonial period, and such a challenge was, by inference, a challenge to the King.

The college's early laws were strict, but were violated repeatedly by students, even though the penalties were sometimes severe. These violations were not evidence of student alienation from society nor from the university, and do not meet Feuer's definition as "student movements" or "political activism." They were not widespread emotional rebellions, aimed at total rejection of the values of the older generation. They were personal or small group protests, or deliberate violations of the rules by some students despite the rather severe penalties they knew would be imposed if they were apprehended. They also knew the policy with regard to forgiveness. "The faculty consistently maintained the Christian principle of forgiving any offense, however grave, if the culprit made a public confession and satisfied them that he repented of his sins."7

With regard to student behavior, it is important that a distinction be made between being violent and being aggressive. These two characteristics are often confused. The opposite of violent is peaceful, the opposite of

7Morison, p. 112.
aggressive is passive. Harvard students certainly were not passive, as revealed in this study, nor were they violent, but they were aggressive.

For the first 150 years covered in this study, 1725 to 1875, the students did not have professionally trained student personnel workers to interpret their needs to the faculty and administrators. But they had needs--intellectual, social, religious--and needs for vigorous competitive physical activities. They were also aggressive, as has been said.

The earliest student groups met in secret, in violation of the rules. They organized debate, public speaking, social, and religious clubs; created music groups, a literary magazine, newspaper, and senior photo album; and they organized many athletic teams. They organized a military drill unit, a cooperative purchasing society, the Harvard Union, a drama club and two aeronautical groups--hot-air ballooning and an aircraft club.

They were aggressive, had good ideas, and by persistent effort brought about profound changes to enrich student life at Harvard. Most of these changes were permanent, not just passing ideas. It would be very difficult for anyone today to imagine a college without athletics, student publications, social clubs, music, special interest clubs, or a college union. It was students who were responsible for initiating all these changes. Some of the changes met with quick approval by college authorities; some, no
doubt, were encouraged by them. Some of the changes were met by indifference, and others by varying degrees of disapproval.

By persistence and creative planning, the students demonstrated that they were learning by doing, and that as agents of change, they were very effective, from 1725 to 1925. Some experts hold they also have been effective as agents of change since 1925, as they are today.

**Suggested Values of This Study for College Administrators and Faculty**

History has shown that change on college campuses will take place no matter what adults in positions of authority do or fail to do. Adults can delay change, they can modify it, and possibly change its direction, but they cannot block it completely. If blocking tactics are employed, or legitimate requests for dialog ignored, students may meet in secret. They may organize and carry out their plans off-campus. They may boycott classes to get attention, or they might escalate the issue into a physical confrontation.

One idea of education has been that its function was to transmit the culture to the young. Modern education, especially on the college level, recognizes that the culture is evolving, and can be modified and improved by self-directive, capable students.

If this is true, then college administrators and faculty need to assist students in the process of self-
discovery. Would more constructive change take place on college campuses if administrators and faculty provided a climate more conducive to change? The answer seems obvious. It may be useless to speculate on the past, but surely more change might have taken place, and sooner, had Harvard administrators and faculty been more open to student suggestions, and had the spirit of cooperation been alive on the campus in the eighteenth and nineteenth centuries.

And what of our era? Do our college campuses provide a climate conducive to change? Do present administrators and faculty see change as an opportunity for growth for students and faculty? Or are they "the chief resisters of change and the bastions of the status quo?"8

There can be no college without students, and there can be no college without administrators and faculty, a simple and obvious statement of fact. Less easily recognized is the fact that it will be something less than a college, if the campus is turned into a piece of contested turf or warring terrain. A college president has stated that, "Colleges and universities do not serve best as battlefields but as places for dreams and plans to begin."9

The pressures for change may be coming too fast for some college authorities, or students may feel that

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8Grant, I.G.P.A. address.

change is coming too slowly. Good will and good communications are both important, and each reinforces the other. As students and college authorities seek areas of agreement and compromise, some change will come about in student understanding and growth, and some change will come about in the thinking and policies of the college authorities. When students have an active part in policy determination, policies usually become more effective.

Since changes are inevitable, college authorities must be alert to recognize them, they must take time and be willing to listen to the students' point of view, and they must be willing to compromise. Student personnel workers ought to be midwives when student ideas are seeking to be born.

Suggested Values of This Study for Student Personnel Workers

During the eighteenth century and for most of the nineteenth, the college curriculum was limited at Harvard and all other colleges up until the Land Grant colleges of 1862. Discipline was rigidly enforced, students had little to say about how the college was run, and there were no student personnel workers. Nevertheless, students themselves became agents of change, as documented in this study.

Their creative talents brought about student organizations and activities that supplemented the curriculum, and eventually helped to broaden it. For example, the
continued success at Harvard of the orchestra (founded in 1808) and choir (1844) helped to bring music into the curriculum in 1856. The literary (1810) and newspaper efforts (1860) were the forerunners of creative writing and journalism courses. Sports and athletics, initiated after 1844, pointed the way for courses in physical education and coaching. Also, these activities became the basis for college student personnel work in later years.

Students at Harvard created numerous social clubs after the first one in 1791, to fill the personal void in their lives on the campus, and developed other extracurricular interests reflecting their interest in the world around them. For example, the military drill unit (1769), was a response to the growing spirit of political independence on the part of the colonies. The Co-operative Society (1882), was a reaction to economic conditions, and the Aeronautical Society (1909), and Flying Club (1925), were responses to the growing interest in aviation.

It should be noted that the Flying Club was organized over two years before the late Charles A. Lindbergh's New York-to-Paris solo flight in May 1927, which so popularized aviation. It was not until after Lindbergh's flight that Harvard's Flying Club received the publicity referred to in this study, in June 1927.

Harvard students demonstrated a sensitivity to the world outside the campus, and were able to respond to it faster than the college authorities. In every age,
student-initiated change is seeking approval and recognition. College student personnel workers should be aware of this student creativity, and should encourage it. In this way, they can help students to grow as they seek their own identity and self-fulfillment. Some student ideas of today may well become the curriculum of tomorrow, or publications of tomorrow, or student activities of tomorrow.

If there are those staff members who would block student ideas, perhaps the student personnel staff, experts in human relations and human development, will be the ones to bring students and administrators together and keep them talking. If the personnel workers can do this, and keep interpreting the two "sides" to each other, it should be possible to bring about some compromise on most issues. The key to success here, the writer feels, is for the student personnel worker to be known as an understanding and helping person. He or she should be familiar with the new idea and well-acquainted with its creator as soon as possible after the idea's inception. Such shared confidence and mutual rapport with students cannot be developed while sitting in an office somewhere on campus, shielded from the students by a secretary, receptionist, and/or switchboard operator.

Escalation of differing points of view into physical confrontations are usually the result of ineffective human relations. The student personnel worker's role is a difficult one. He or she must not appear to students to
represent "the bastions of the status quo," nor must he give the impression to college authorities that he has "sold out" to the students. The interpreter of each point of view to the other has a difficult task, indeed.

If student personnel workers are to be effective, they must be able to relate effectively to both students and faculty, and must be successful at bringing the two together in creative ways, helping both to grow in directions which will fulfill the destiny of both. Let the students—yes, help the students—bring about evolution, or there may be revolution. Change must come. We must listen to the students. A student has stated it well: "It is ironic—and to the students enraging—that the university is one of the last of our institutions to reflect our national passion for the democratic process. Fundamentally, that is what student power is all about."

The rigid religiosity that limited student activities at Harvard for so many years, was intended to keep students close to God so they might know His will for their lives. They were not slaves, but their spirits were shackled. Some of today's students seem to want to be fully liberated—intellectually, socially, and spiritually. In short, they want to take over the guidance and direction of their own lives. In a climate of harmonious relationships and mutual respect, the student personnel worker would be

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welcomed as one interested in the development of every student to his or her fullest potential.

Suggested Values of This Study
in the Field of Public Relations

The continued existence of any institution of higher education is dependent upon outside financial support, since all education is a costly enterprise. Outside financial support, whether from private sources or public taxation, ultimately is dependent upon how those supporters perceive the educational institutions.

Are the institutions worthy of support? Are they well-managed? Are faculty members well-qualified? Are graduates a credit to the institution? How is the present generation of students behaving? The answer to the last question is usually the most important in terms of current or annual financial support for the institution.

It is a well-known fact that financial support for higher education declined markedly in the late 1960s and the 1970s. State legislatures cut back appropriations to public colleges, corporate and foundation support to private colleges declined, and total alumni giving was reduced. Some colleges were struggling to deal with student activists and radicals during these years. Some of the issues were off-campus matters such as justification of the Viet Nam war and genuine concerns for the poor, but many also were college-related issues. Compulsory R.O.T.C. at
some schools was an issue. Military recruitment on campus, the nature of university research and investments, the conduct of students in speech, dress, and sex are some of the issues of those turbulent years.\textsuperscript{11} Even though most schools had no such problems, and only a small percentage of students were involved in them, financial support nonetheless dropped noticeably at nearly all colleges.

History may well prove that the student radicals were right in their causes, but this does not change the public relations problems that faced the colleges during periods of turbulence. This illustrates the fact that support of higher education is dependent on how those in control of its sources of income perceive the institutions. Some mass media has been responsible for headlining and encouraging student unrest in any form. This kind of publicity, of course, reinforces the image of college students as pranksters, lacking serious purpose, or as radicals and revolutionaries.

This study provides evidence that, historically, students at Harvard were constructive and not destructive, creative and not conforming. They deserved to be heard, not turned-off and tuned-out. The same could be said of all colleges from a historical viewpoint. The students must be heard.

This is the message that must be clearly communicated. It is a simple matter of good public relations. Good things are happening in many colleges. Needed changes are taking place, and students have been and still are in the vanguard of change. The story must be continuously reported and interpreted to the public.

The general public is unaware that not all education takes place in the classroom. The public should be informed that more personal growth and development, more learning, takes place outside the classroom through informal peer group association than in the classroom. Research shows little change as a result of faculty and formal college training. Most change results from interpersonal relations in living units. It is in these extracurricular activities where students have control, and staff relationships are advisory, that students may be groping for changes even they are unaware of; changes hard to identify. College staff members will need to listen carefully, exploring the possibilities with them, and not be afraid of these changes.

The public also must be informed. It must be aware of the human development process on college campuses, in the classroom and outside the classroom. Foundations,


13Grant, I.G.P.A. address.
business, industry, parents, friends, and alumni will respond with adequate to generous financial support when they know that the climate of the campuses support both order and freedom. 14

Recommendations

Most colleges founded over a century ago have a published history. Such a history may have been written after fifty or seventy-five years, but few record in any detail student contributions to the development of the college.

It is recommended that each college, whether founded recently or long ago, could benefit from a study such as this one about student innovations at Harvard. It would help faculty and staff to be more aware of student contributions to the college, and more sensitive to student viewpoints that differ from their own.

Students have had a significant influence on the many changes that have occurred at Harvard from 1925 to 1975, just as they did in the two hundred years previous to 1925. It is recommended that the last fifty years be studied in a like manner to document further student innovations at Harvard. It is known that as early as 1937, for example, the Harvard Student Council wanted to be heard with regard to university policies on methods of hiring and dismissal of faculty, and the policy with

14 O'Banion, p. 91.
regard to life tenure. It is fairly safe to assume that these ideas were not faculty-initiated.

Other areas which need to be researched are where new ideas began, such as: parietal hours, student representation on faculty committees, and membership on committees for selection of new college presidents. Other areas to be researched might be student health insurance, study abroad for a semester or a year, travel for credit, and student membership on the college administrative body. It is unlikely that such changes were initiated by other than students. However, this has to be documented.

Recent important changes at Harvard and elsewhere, with regard to students' rights, also need to be researched to determine proper credit for much-needed change. Only recently have college students had the right to face their accusers, the right to legal counsel and fair hearing when charged with serious rule infractions. The right to live off-campus and to live in co-ed dormitories are other changes in the area of students' rights that should be researched.

The writer's original concept for a study still needs to be done; that is, to document all known student innovations as to where and when they first occurred on a national or even worldwide scale. For example, it is

known that the first fraternity was organized by students at William and Mary College in Virginia. It has not been documented, at least to the writer's knowledge, which campus produced the first student newspaper, debating club, orchestra, band, and vocal musical organization, among other activities. These are only a few examples.

This study proved only that twenty-three ideas were student-initiated at Harvard, with no consideration as to when these ideas materialized on other college campuses. It is recommended that this comprehensive study be undertaken.

Another interesting study would be to analyze the impact and influence of historical events and social movements on the thinking and action of college students. For example, this study showed that the growing spirit of colonial independence influenced Harvard students to organize a military drill unit in 1769. The Harvard Cooperative Society, organized by students in 1882, was an outgrowth of the Rochdale Pioneers Society of 1844 in England. The first cooperative of this type in the United States was at Philadelphia in 1862. The Harvard Cooperative Society was a student response to their need and to this movement, which by 1882 had become well-known in America. Student interest in air flight in the early 1900s was another example of the impact of historical events on Harvard students. Hot-air ballooning was well-established in the Boston area, so it was only logical that students organ-
ized a Harvard Aeronautical Society in 1909.

The idea of a college union building was well established in other colleges, and again it was students at Harvard that started the movement to have such a building on their campus. Such a building is important to the social life of a college.

Some college students may have looked upon college as a retreat from life, but this study shows a quick response by Harvard students to the world around them. This fact illustrates that:

Colleges have long since ceased to provide any refuge from the assaults of contemporary history. There are no sidelines. College students are in the mainstream of events.\(^{16}\)

The Harvard students of this study were in the "mainstream of events." In fact, if one considers the great influence of athletics in the United States, one could say that students helped to create the mainstream. A study to analyze the influence of historical events on college students, and their response to historical events, is therefore recommended.

**Conclusion**

In the Colonial period, the autocratically-run college was a reflection of an autocratic society. In a democratic society, ought not the college also be a reflection of society? This study shows how students

\(^{16}\)O’Banion, p. 74.
helped to move Harvard toward more democratic policies from 1725 to 1925.

Students should be given an opportunity to continue to make vital contributions, not only to their colleges and universities, but to the country in general. This does not mean that every student idea is equally worthy. However, as stated in a C.B.S. news program:

When there are six million restless, energetic, vigorous, intelligent, relatively mature and responsible young men and women available to help; when these young men and women are angry, critical, agitated, alienated and dissatisfied; when they crave a more dynamic role in the society; when they feel that the older generation doesn't know what it is doing,—under such conditions there is only one sensible course of action: students must share directly in the responsibility of coping with the society's social problems. To do anything less is to perpetuate a rage born of impotence and frustration, a misuse of talent we can ill-afford at this critical time in our history.17

In fairness to the Harvard officials through the centuries, one must agree with Morison in the closing lines of his book which has been so valuable to the writer in this study:

Challenging is the note of freedom that still rings out from the Harvard Yard. . . . The University is a school of liberty as well as of learning; . . . only in an atmosphere of liberty, and in a body politic that practices as well as preaches democracy, can learning flourish.18

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18 Morison, p. 489.
I. STUDENT INNOVATIONS AT HARVARD, 1725--1925

1725--1776

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<thead>
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<th>Date</th>
<th>The Innovation</th>
<th>Description</th>
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<tr>
<td>1728</td>
<td>Philomusarian Club</td>
<td>Love of Learning Club</td>
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<td>1742</td>
<td>The Latin Club</td>
<td>Foreign Language Club</td>
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<td>1749</td>
<td>Resistance to Authority</td>
<td>Individual Protest</td>
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<td>1766</td>
<td>The Butter Rebellion</td>
<td>Group Protest about Bad Food</td>
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<td>1769</td>
<td>The Marti-Mercurian Band</td>
<td>Military Drill Unit</td>
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<td>The Speaking Club</td>
<td>Improvement of Public Speaking</td>
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1776--1825

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<tr>
<td>1785</td>
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<td>1795</td>
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<td>1810</td>
<td>The Lyceum</td>
<td>Literary Magazine</td>
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1825--1875

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<tr>
<td>1832</td>
<td>The Harvard Union</td>
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<td>Chapel Choir</td>
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<td>1844</td>
<td>The Boat Club</td>
<td>Athletics--Intercollegiate Competition</td>
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<td>1852</td>
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<td>Album</td>
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<td>1866</td>
<td>The Collegian</td>
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1875--1925

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<tr>
<td>1880</td>
<td>The Harvard Union</td>
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<td>1882</td>
<td>The Co-operative Society</td>
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<td></td>
<td></td>
<td>Operated Business</td>
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<td>1908</td>
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<td>1909</td>
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<td>The Flying Club</td>
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II. STUDENT INNOVATIONS AT HARVARD, 1725--1925

By Classification

Related to Academics

1728  Philomusarian Club
1742  The Latin Club
1795  The Chemistry Club
1798  The Geographical Society

Related to The Arts

1770  The Speaking Club
1789  The Singing Club
1808  Pierian Sodality (Orchestra)
1810  The Lyceum (Literary Magazine)
1832  The Harvard Union (Debating Society)
1834  The University Choir
1852  Senior Class Photo Album (Yearbook)
1866  The Collegian - Bi-weekly Newspaper
1908  The Dramatic Club

Social and Recreational

1791  Porcellian - Social Club
1844  The Boat Club - Intercollegiate Sports
1880  The Harvard Union (University Club Building)
1909  The Aeronautical Society - Hot-air Ballooning
1925  The Flying Club - Club Ownership of an Airplane

Miscellaneous

1749  Individual Protest Against Authority
1766  Group Protest Against Authority
1769  The Marti-Mercurian Band (Military Drill Unit)
1785  Adelphoi Theologia (Religious Club)
1882  The Co-operative Society - Student Owned Business
III. SUMMARY OF WHERE DOCUMENTS WERE FOUND AND OTHER
REFERENCES TO STUDENT INNOVATIONS AT HARVARD, 1725--1925

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<td>Pickering, Life of John Pickering</td>
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| Student Publications at Harvard, Vol. I, No. 1 | 3 |
IV. DOCUMENTATION FOR EACH STUDENT INNOVATION

1725-1776 Period

1728--The Philomusarian Club

3. Harvard Archives H U D 3685.5

1742--The Latin Society


1749--Individual Resistance to Corporal Punishment

2. Morison, p. 113
3. Rudolph, The American College and University, p. 27 (quoting Morison)

1766--Group Protest, The Butter Rebellion

2. Harvard Archives 1766.48AB
3. Morison, pp. 117-18

1769--The Marti-Mercurian Band, Military Drill Unit

1. Boston Transcript, (N.D.) May 1919
2. Columbian Centinel, Boston, 2 April 1828
3. Harvard Archives H U D 3554
4. Morison, p. 141

1770--The Speaking Club

2. Morison, p. 138
1776-1825 Period

1785--Adelphoi Theologia, Religious Club

1. "Cover Page and Declaration Form." Harvard Archives H U D 3120.505

1789--The Singing Club

1. Sheldon, Student Life and Customs, p. 163
2. Brubacher and Rudy, p. 50, (quoting Morison)
3. Morison, p. 201

1791--The Porcellian Club, Social Club

2. Harvard Archives, General Folder, 1791. H U D 3708.7000. (Manuscript)
3. Harvard College Magazine, May 1864, p. 270-71
4. Brubacher and Rudy, p. 50
5. Morison, p. 181
6. Boston Transcript, 5 Dec. 1908
7. Harvard Crimson, Special Fall Issue, 1971, pp. 30-32

1795--The Chemistry Club

1. Pickering, The Life of John Pickering, p. 75

1798--The Geographical Society

1. "Laws of the Society," H U D 3420 (Manuscript)

1808--The Pierian Sodality, Orchestra

2. Brubacher and Rudy, p. 50 (quoting Morison)
3. Morison, p. 201

1810--The Harvard Lyceum, Literary Magazine

1825-1875 Period

1832--The Harvard Union, Debating Society

1. "Secretary's Book." H U D 3859.3500F (Manuscript)

1834--The University Choir, Chapel Choir

1. "Constitution of the University Choir." H U D 3277.5614. (Manuscript)

1844--The Boat Club, First Intercollegiate Sport

3. Rudolph, pp. 153-54 and p. 382 (quoting Morison)
4. Brubacher and Rudy, p. 131
5. Morison, pp. 314-16 and p. 410

1852--The Senior Class Photo Album

2. Harvard Archives, H U K 137B

1866--The Collegian, Bi-weekly Newspaper

1. Vol. 1, No. 1, 9 March 1866, H U K 119B
2. Morison, p. 317
3. The Advocate, Vol. 1, No. 1, 11 May 1866
1875-1925 Period

1880--The Harvard Union, The University Club Idea

1. Harvard Union Records, "Secretary's Book."
   H U D 3859.3500F (Manuscript)
2. Harvard Crimson, 26 Feb. 1901
3. Harvard University Handbook, 1936, p. 49

1882--The Harvard Cooperative Society

   H U D 3293.5000. (Typewritten)
3. Morison, p. 403

1908--The Dramatics Club

   Diaries, July 1758. (Manuscript)
2. "Overseers' Records 2." 1744-68. (Minutes
   of Meetings, Manuscript). U A II 5.5
3. Brubacher and Rudy, p. 50, (quoting Morison)
4. Morison, pp. 91-92, and p. 437
5. Playbill, 15 Dec. 1908
6. The Harvard Bulletin, April 1908,
   H U D 3336.25
7. Simonson, Lee. Essay. The Advocate,
   Jan. 1908

1909--The Aeronautical Society

1. The Bostonian Society. Proceedings of the
2. Harvard Crimson, 11 Nov. 1909, p. 1, and
   1 Dec. 1909, p. 1
3. Springfield (Mass.) Republican, 15 Nov.
   1909

1925--The Harvard Flying Club

1. Harvard Alumni Bulletin, 23 June 1927 and
   28 June 1928. Harvard Archives H U D 3400
   Harvard Archives, H U D 3400
APPENDIX B
1. The Telltale, No. 1, 9 Sept. 1721. Slightly enlarged.

Some account of a paper called the Telltale. Begin in College Sept. 1721.

The paper was called the Telltale.

Discourse on the Conversation of College men.

On Saturday, Sept. 9, 1721.

The Preface

To a common observation, he, a remarkably arrival of others, has his own soberly remarked upon. However, since coming Savior, quietly is received. The involuntary impediments of the inevitable daily perplex us, and knowing their career obstructed by some natural accidents, it is clear it would also consume the following Saturday.

Perhaps you enquire, will any remedies be found for the reasons of my difficulty.

And take the caution, I am so enveloped with clouds of notes, if the most pleasing of the most pleasing, we can distinguish none from straight.
2. Description of The Telltale. W. C. Lane, from The Colonial Society of Massachusetts.

Mr. William C. Lane exhibited a manuscript volume recently acquired by Harvard College and spoke as follows:

I have brought, for inspection by members of the Society, a little leather-covered blank-book, measuring six by three and three-quarters inches, nearly all of the pages of which are occupied by the close and somewhat difficult handwriting of Ebenezer Turell, of the Harvard Class of 1721. The book was recently acquired by the Harvard Library, but nothing can be learned in regard to its history. On one fly-leaf is the inscription "E. Turelli Liber" and on another the name of Andrew E. Thayer.

Ebenezer Turell, by whom the book was doubtless written, graduated from College in 1721, and seems to have spent the next two or three years in Cambridge during his preparation for the ministry. He was invited to settle in Medford June 17, 1724, and was ordained over the church there November 25, 1724. His pastorate extended over a period of a little more than fifty-four years, his death occurring December 5, 1778. During the last four years of his life he had a colleague. His sister, Lydia, married Cornelius Thayer, which may account for the presence of the second name on the fly-leaf; but I have not identified its owner.

Beginning at one end of the volume, the first twenty-seven leaves are devoted to the thirteen successive numbers of what seems to have been a student periodical circulated in manuscript, at weekly or semi-weekly intervals, and modelled after Addison's Spectator. It is the earliest college production of the kind of which I have any information, and is entitled the "Telltale." The dates of the thirteen numbers extend from Saturday, September 9, to Wednesday, November 1, 1721. On the page opposite the beginning, lines from Virgil's Eclogues (II. 17), and from Ovid's Metamorphoses (II. 127), are inscribed:

O formose Puer, nimium ne crede colori.
Parce Puer stimulis, et fortius utere loris.

By Theophilus Evedropper.
3. Title Page and Preamble of the Philomusarian Club, "Concerted Sept. 4, 1728." The original is a large sheet folded twice. Reproduction was not permitted. The material here is a photographic copy of a xerox copy of a large blueprint of the original. The blueprint is in the Harvard Archives.

MANUSCRIPTS.
Since the last Publication.

Rosseter Cotton, Esq. Plymouth, Mass. Seventy original Letters written between the years 1650 and 1712; by eminent ministers, chiefly to Rev. John Cotton, of Plymouth, Mass.; 27 Sermons in Indian and English, delivered in 1709 and 1716, by Josiah Cotton, Esq. to the Indians; 11 original Deeds of Land made by Indians in Plymouth County, and executed between the years 1668 and 1712; Original Articles of the Philomusarian Club, (probably composed of Students in Harvard College, 1728,) signed and sealed by Philomon Robbins and nine others. [All the Letters relate to the affairs of the Country at the time they were written.]

Col. John W. Lincoln, Worcester. Letters and other MSS. written in Arabic and Greek, found on board a Barbary vessel taken by a ship of war of the United States, in 1804.


Moses Fiske, Esq. of Tennessee. Communication relating to the primitive Inhabitants of America.

Isaiah Thomas Andrews. Persian MS. A Poem. A part of this Poem has been translated by Sir Wm. Jones.


Mr. William Bond, Mass. Fac simile of the last letter of the late Queen of France, written just before her execution; Fac simile of the last letter or declaration of the late King of France. Done by order of the present King of France.

William Goddard, Esq. Providence, R. I. "Genealogy of the family of Gen. Charles Lee from the reign of King Edward I; curiously delineated, with all the armorial bearings, on parchment.

Mr. Shubael Bell, of Boston. Account of Events, &c. in Boston, which have not appeared in printed narratives; with a large sheet Plan of the town.

Dr. George Bates, Boston. Sir Wm. Pepperell's original Journal of the Expedition against Louisburg, in 1745; Plan of Sir William's Estate and part of the town of Kittery.

THE REBELLION OF 1766 IN HARVARD COLLEGE

BY

WILLIAM COOLIDGE LANE

REPRINTED FROM THE PUBLICATIONS OF The Colonial Society of Massachusetts Vol. X.

CAMBRIDGE
JOHN WILSON AND SON
University Press 1906

40 THE COLONIAL SOCIETY OF MASSACHUSETTS. [JAN.


Chapter 1

1 And it came to pass in the ninth Month, on the 23rd Day of the Month, the Sons of Harvard murmured and said,

2 Behold! bad and unwholesome Butter is served out unto us daily; now therefore let us depuise Asa, the Scribe, to go unto our Rulers, & seek Redress.

3 Then arose Asa, the Scribe, and went unto Belcher, the Ruler, & said, behold our Butter stinketh, and we cannot eat thereof; now give us, we pray thee Butter that stinketh not.

4 And Belcher the Ruler said, trouble me not, but begone unto thine own Place; but Asa obeyed him not.

5 So when Belcher and others of the Rulers departed, the Sons of Harvard clapped their Hands, & hissed & cried, aha! aha!

6 Then Edward the Chief Ruler and John and another Edward, (not the chief) and Stephen and Belcher and Simeon & Thomas (Surnamed Horsehead) and Andrew & Joseph consulted together & said,

7 Behold Asa the Scribe hath risen up against us, & the Sons of Harvard have hissed & clapped in Derision of us;

8 Now therefore let us punish Asa the Scribe, & make him confess before all Harvard; and Belcher the Ruler (Surnamed Bowl), alias

---

1 Asa Dunbar, of the Class of 1767, was the son of Samuel and Melatiah (Hayward) Dunbar, and was born in Bridgewater, Massachusetts, 26 May, 1745 (Bridgewater Town Records). He entered the ministry after graduating, preached first at Bedford, Massachusetts, and then removed to Salem, where he was settled from 1772 to 1779. Retiring from the ministry, he took up the study of the law, and began practice in Keene, New Hampshire, in 1783, gaining the esteem and confidence of his fellow-citizens. He died 23 June, 1787.

His daughter Cynthia, born in 1787, married John Thoreau in 1812, and was the mother of Henry D. Thoreau. See Charles H. Bell, Bench and Bar of New Hampshire (1891), p. 323; F. B. Sanborn, Henry D. Thoreau (1882), pp. 9, 18.
The Butter Rebellion of 1766, p. 41.

Beelzebub) said, let him also be placed below his Fellows, and they agreed to that also.

9 And all, even all, the Sons of Harvard met and agreed also,

10 That if bad & unhallowed Butter should be served out unto them on the Morrow, they would depart & leave the Rulers to the Meditation of their own Hearts, with many other Things I heard not of.

11 So on the Morrow, bad and unhallowed Butter was served out unto them, and they rose up and departed every one unto his own Place.

12 But the Rulers were greatly affrighted; and Edward the Chief Ruler (Sirnamed Gutts) rose up and said, Men and Brethren, what shall we do? Behold our Pupils have risen up in Rebellion against us, & have kissed & clapped their Hands, & have committed diverse Offences against us.

13 But if we treat them severely, behold they will depart & leave us & be here no more, now therefore let us appease their Minds by soft Words & give them Redress, so they agreed to that also.

Chapter 2d.

1 So Edward the chief Ruler, after the Evening Sacrifices addressed himself to the Sons of Harvard, saying,

---

1 Down to 1769, the members of each class, toward the close of their Freshman year, were "placed" in an order of precedence corresponding to the social position of their fathers, and a common form of punishment was to degrade a student a certain number of places in his class. This aristocratic principle was applied for the last time in June, 1769, in the case of the Class which had entered in 1768 and was to graduate in 1772. It thus disappeared with the close of President Halyoke's long term of office and with the inauguration of his successor, Samuel Locke. But in the Quinquennial Catalogue the names of the members of all classes down to 1772 preserve the order of their original "placing." The democratic alphabetical arrangement begins with the class of 1773.
8. The Martimercurian Band, College Military Drill Unit.
Columbian Centinel, Boston, April 2, 1828.

This review was beneficial to its members, in giving them exercise, recreation, and health. Many of the three first years of its existence, thought not of any further utility to be derived from it. Their meetings for improvement in the annual exercise, were commonly without notice, and many times under cover in the dining hall, where, mounted on a table, their fife-horns displayed their motions with strength and grace. Whenever they marched out with song and colors, they commonly made an excursion to a considerable distance, and gave no annoyance to the more recluse gentlemen, who chose to keep within the College precincts. Their music caused them too small exposure, for those members who could play on a drum, a fife, or any instrument were willing, gratuitously to do their best—and were rewarded for their disposition in that not to justify their companions. It was not then the fashion for a company to die of its own music, or to attempt to leave us under the impression of a band, suitable only for a brigade. The students had a recess from April to October, 1773. They then by invitation of the President and fellows, assembled at Concord, where they continued about six months. In March, 1773 (Gen. Washington having it in contemplation to storm the town of Boston) the militia of the neighborhood were called on to join the army: the students to the number of 40 or 55 of the three upper classes, most of whom belonged to the old Martimercurian band, met and elected John Haven for their Captains, Aaron Dexter, Lieutenant, and Esther King, Drum. They then without notice, marched to Watertown, and entered the services to the Council, as being the Supreme Executive of the Province of Massachusetts. A committee was selected to the subject into consideration, who reported, that having no one for them, it would be inexpedient to accept the services of so many promising young men of their Character in a body, and recommended that they should distribute themselves among the several regiments, and perform such duty as might, by the Colonel be assigned to them.

The course of study in either the American army did not give the benefit of any thing more than the good will. Without their aid or presence, General Washington beheld the British to evacuate Boston. The Provincial troops of course were withdrawn from Cambridge, and left the rest of learning to be rescued by his trained men, who barely now destined of arms, could not more blend the pleasure of military exercise with their more appropriate histories.

In 1781, another company with the same name was formed from the students of Cambridge. They elected Nicholas Varz, for their Captain, Oliver Peaks, Lieutenant, and John Chandler, Drum. They were favored of Governor Hancock, pressed in action, and bear the name of William. The company continued for about a year. Until 1786, the books of the old American revolution company had been carefully preserved by Dr. Wm. Sampson. They were delivered to J. J. Webb, for a short time acting as orderly sergeant and later in the regiment, under Capt. Love.

This year was characterized by the breaking out of Shores Rebellion, and by the elevation of a military spirit through the mass. Many members of society were agitated about this time, and among others, one of Light Infantry at Cambridge, for which it was difficult at that time to procure suitable arms. Manual Richards, Capt. of the company, having obtained the written consent and approbation of Dr. Willett, the President of the College, applied to Governor Bowdoin for permission to use the arms which had been recently used for movement by the Harvards in 1775. This permission was granted, and it could be that a reasonable compensation for those arms should be paid to Dr. Currier after all Davis, in the name of the Commonwealth, with which they properly done, the students were, without much publicity, removed from the College, arrest, and brought by Capt. Richard's crew of light infantry, against Smith.

"And so it is nothing, this the brief line written from the suppression: and the full length of it, in Car. G., County of a curiosity, scarce to be found, neither added or improved by any other after hand or carriage."

**Military Organizations**

**May 1919**

**HARVARD COLLEGE LIBRARY CLIPPING SHEET**

**The "Harvard Regiment" 150 Years Ago**

The Marth Mercurian Band of 1769 and the Washington Corps of 1812 the Proponents of Later College Military Organizations

By F. L. H. Noble

The 150th anniversary of the Harvard Regiment is here. We live amid the cloud of centenaries, bicentennials and tri-centennials. When next fall the martial brasile and drum in Cambridge it will be fully aware that it marks an epoch in the military history of Harvard, but few be know that it also commemorates the one hundred and fiftieth anniversary of Harvard's first military organization.

In 1769 the students of Harvard College organized a military company, the Marth Mercurian Band, so called from its motto, "Vox Martis Quea Meretricia." Its first captain was William Vernon of the class of 1766. The uniform was "rich, not gaudy," consisting of a blue coat, the skirts turned with white, narrow bracelets, white stockings, top-boots, and a cocked hat.

The soldiers thus existed for nearly two decades, but after the close of the Revolutionary War its martial spirit waned and it was disbanded, its last commanding officer being Solomon Van of the class of 1771.

**The Soldiers of 1812**

Some fifteen years later, when the war clouds began to gather again, provision was made for the regiments of past glories. In December of the year 1811, it was reorganized, this time under the title of the Harvard Washington Corps, and received under the name of Governor Gerry, a band of criers from the State of Massachusetts. George Thacher of the class of 1811 was made the commander. This time the uniform was as follows: "Blue coat, white vest, white pantaloons, white gaiters, and belt, and a black hat." All the belts were worn a bayonet and cartridge box. The officers were distinguished by a sash in place of belt, and a chapeau instead of hat.

The company was at one point presented with a silk banner with the arms of the college on one side and the arms of the State on the other. The presentation was made by the "beautiful" daughter of Judge Mellen (who later had a Cambridge street named in his honor, in behalf of the ladies of Cambridge. It was a social event of importance and took place in Judge Mellen's front yard. The fair donor made an address, which was replied to by Captain Thatcher at some length. Professor Frisbie, at the time engaged to Miss Mellen, recited an impromptu poem of four lines, and got away with it. It was received with unbounded approbation—they served lunch in those days—and was as follows:

The standard's victory's trading war,
"To bear is less than to bear it;"
How should we reproach the song of war,
They're bought and sold who take it.

A writer in "Harvardsiana" (1850) referred to this banner, saying: "The gilded banner now moulder away in ignoble quiet, in the dusty retirement of a Senior Sophister's study. What a desolation for that 'flag by angels to be given'! Professor Frisbie wasn't the only author in the league hating over 300."

"We wonder if that banner has long since "moulder"d and fallen to pieces, or still exists in some forgotten hiding, can any reader throw any light on its subsequent history?"

**A Crack Company**

In its second organization the company was considered a crack one—the finest and most expert drilled in the State. Only seniors and juniors were eligible. The company was on the top floor of the dormitory. They drilled "every evening just after common." When the drum beat, belted privates could be seen rushing out of the dinner hall with a gun in one hand and a half-dozen pikes of beefsteak in the other. The corps always gave a dinner parade on Cambridge Common at Commencement, or on any other suitable occasion.

On the arrival of the news of peace in 1815 the H. W. Corps paraded and

Transcript, 1919, May (3).
10. Declaration of the Speaking Club, 1770, with signatures of the Charter Members.

Declaration!

We, the subscribers, promise, that we will obey all the rules & orders of the Speaking Club of Harvard College; that we will not disclose any secret relating to the Society; or even that there is such an one; but on the contrary, will endeavour to prevent the same.

1770

* Samuel Phillips
* George Palmer
* Israel Keith

* Jonathan
* David Parsons
* Jedediah Sargent
* Joseph Arvey
* Thomas Edwards
* Josiah Adams
* John Warren
* Joshua Barker

* Thomas Welsh
* David Iggo
* John Elcho
* Sam. Henderson
* Daniel Chaplin
* * * * *
* Thomas Barnard
* Joseph Crosby
* Joshua B. Iggo
* Phineas Wright
* * * * *
* Saml. Drury
* Nathan D.
* * * * *
* * David Walker
11. Merging of the Speaking Club with the Mercurian Club, 8 March 1773.

Be it KNOWN to all persons that have belonged or do or may belong to the Speaking Club of Harvard College, founded on the sixteenth Day of September 1770 for Improvement in the Art of speaking and to the Brambletoed Mercurian Club, known by the Name of the Mercurian Club founded on the 28th Day of September 1771 by Rev. Fisher Ames, Joseph Crocker, Richard Bronwell, Rice, Samuel Emory, Abel Fisher, Thomas Loring, and Moses Taft, and that these two bodies went upon the same noble principles in founding their clubs, as in the said Brambletoed Club. It is thought fit to the Benefit of both Clubs to bring about an Union of both Clubs and accordingly did on the 2 Day of February and a Committee to be ready. Mercurian Club is in order to effect Unions, and that on the 6th Page there, it is the said Speaking and Mercurian Club made formed themselves into this Club and mutually consented to generate by one and the same Code of laws, known to Treasures united into one common Stock, or Grand, or said united Club according to the Date of this Act.
Adelphoi Theologia

Founded

November 30, 1785.

vol. 1
Declaration.

To the subscribers, under the inspection of that and full Being who searcheth the heart, most solemnly promise to engage invariably to observe those Laws to which we have given our heart's full concurrence, and we implore his blessing and protection that the laudable efforts of the Adelphoi Theologia may be crowned with success; that he would impart his all-sufficient aid to strengthen our resolutions and enliven us with the manifold tokens of Benignity & Love.

To God the Father, Son & Holy Ghost (wonderful unceasing praise) Amen.

Nov. 10, 1785

[Signatures]

John Andrews
Alden Bradford
James Berdan
Robert Smith
William Harris
John Simpkins

been used in all the preceding exercises, except the prayer.

A psalm and anthem were sung by the singing society of the University. The public exercises and ceremonies being finished, the company including the Medical students dined together in the Dining Hall, No. III., except that the officers & graduates living in Commons dined at their respective tables.

The President announced the appointment of Jacob Bigelow, M.D., as Lecturer on Materia Medica & Botany, & of Walter Channing, M.D., as Lecturer in Midwifery.
This Society was established in the year 1791. The popular story of its origin and name has been handed down as follows. In the year 1791, a certain young man, a member of Harvard College, found a little pig in his room, which tradition says was in Hollis Hall. In those days the box-like cavity beneath the window-seats was converted into a sort of storehouse. This was made use of by lifting up the seat, which then, by the way, had no cushion, except the soft side of a pine board. In the bright sunny afternoons, when the students sat at their windows and studied (nature), if the Harvard Washington Corps did not parade, and the engine horn and bell were quiet, said student would pull piggy's ear, which operation piggy would resist with strenuous yells and squeaks. When the tutor who roomed below rushed up to inquire the cause of such an infernal noise, piggy was hastily dropped into the box, and said student, engaged in hard study, sat thereon. Of course tutor got no satisfaction, and returned to his room, and up came piggy and squalled harder than ever. When evening came, said student fearing his room might be searched by the faculty, invited some of his classmates up to see him; and piggy being cooked, a convivial entertainment was provided, and those present partook thereof with much satisfaction. When the night was far advanced, and stillness was over the College yard, that noble band of pig-eaters resolved to found a Club; and, that at least a classic touch might be visible in the name, they determined to call the Society the Porcellian Club.*

In the year 1831, the society under the name of the "Order of the Knights of the Square Table," instituted in 1809, joined the Porcellian Club, "the objects and interests

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* From the Greek ἰπώξας, which, though its common meaning is a kind of fishing-net, still in the Attic, according to Varro, gets the signification of Pig, Latin porcus.
of the two societies having long been identical, and a strong desire existing in favor of an alliance." Until the year 1833, "the books, prints, statuary, and valuable relics deposited with the association were kept in the Librarian's room," but on account of the "state of insecurity," a lease of the rooms which the club now occupies was obtained. The Porcellian Catalogue is issued every four years, and at present comprises some sixty pages. The library of this society is in a flourishing condition, the annual additions being quite large. The medal of the P. C. is of silver, and in shape resembles a star with eight points. Obverse, in the centre two hands clasped; to the right a closed helmet, to the left a boar's head. Above, the Greek motto, Ὄπι Εξ. Below, a scroll, with the date 1791. 1809, being the dates of the foundation of the two societies. The whole of the above enclosed in a circle, which contains the following: FIDE ET AMICITIA. P. C. K. S. T. Reverse, centre, initials of members. PORCELLIAN CLUB, 1831. In the outside circle, the motto, DUM VIVIMUS VIVAMUS. On both sides, the circles rest on two swords, which cross in the centre. The present colors of the Club are white and green. The first medal of the P. C. differed considerably from the present one. The seal is circular in shape; in the centre a pig; beneath 1791; above, "The Learned Pig." Members of the Porcellian Club are taken from either of the three upper classes.
PORCELIAN CLUB'S ORIGIN

It was described in an old letter read to the Colonial Society of Massachusetts

The Porcelain Club of the Colonial Society of Massachusetts was held

yesterday afternoon at the Boston hotel residence of George Lincoln Atherton, Jr.,

in the chair. After the transaction of some routine business, the president announced

the death of Joseph, Walker, a corresponding member, on the 25th of January

and read a letter on the memory of the Southern soldier who never forgot his Bondi-Rumford

universe to which he was so fondly attached.

Henry H. Eden, a more able man, an interesting letter of

Joseph, Kent of Chester, N. H. (C. 1810), written in 1876, to his younger brother, Joseph Kent (H. C. 1810), in which he gives an account of the origin of the

Porcelain Club, of which both were early members, and mentions the place in Camborne

where the dinner was served, at which the formation of the club was arranged.

Mr. Kent also exhibited a manuscript portion of Amory Kent's

Alger. This resembles a sort of public celebration, in different parts of the country, of Washington's birthday.

1788. In the Transcript for Nov. 21, inquiry is made about the Porcelain Club, in 1814, by a young man of Harvard. I wrote an article in the Harvard College Magazine, May number, on "Harvard College Societies." A great deal of my information came from very old graduates, some of whom in that year were over eighty years old. I enclose copy from that article about the Porcelain Club. It is interesting, and will be quite new to Harvard men of today.

This society was established in the year 1814. The popular story of its origin and name has been handed down as follows: In the year 1814 a certain young man, a member of Harvard College, found a little pig in his room, which Joseph Thompson says was in Holland Hill. In those days the portable cask beneath the window-sheets was converted into a sort of sandbox. The pig was made use of by lifting up the seat, which then, by the way, had no cushion, except the soft side of a pair of bed. In the bright sunny afternoons, when the students sat at their windows and studied matters, if the Harvard Washington boys did not indulge in the simple form and left their books out, and student wall and pair of shoes were left, which operated, pig would receive with evident pride and gratitude. When the tutor who boarded below nudged up to his

POTCILLIAN CLUB

HARVARD COLLEGE LIBRARY CLIPPING SHEET


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Y. DECEMBER 3, 1908

From the Greek cda, which, though its ordinary meaning is kind of fisherman, is in the Attic, according to Varro, the designation of pig-like porcus.
Porcellian:

If the nine surviving clubs at Harvard, the Porcellian is clearly the most venerable. By the time the clubs were really a social force at Harvard, the Porcellian had been cornering the Lowells and Cabots for one hundred years. Nepotism is the name of the game with the clubs, and the Porcellian has nurtured so many generations of legacies that even their steward is a second generation "P.C. man". Many think that the P.C.

the latter. There is no denying the strength of that sense of fellowship, however, at least during the heyday of the clubs. Theodore Roosevelt informing Kaiser Wilhelm of the engagement of his daughter Alice to Nicholas Longworth, volunteered the line: "Nick and I are both in the Porc, you know."

At the Porcellian, even the steward is a second generation "P.C. man."

has been overly concerned with family trees to the exclusion of geniality, and the present membership includes a few members whose political leanings lie somewhere to the right of Louis XIV. The P.C. ended up with only four new members in 1969, and it wasn't because only four members of a class of 1200 were worthy of the honor.

The Porcellian clubhouse is nothing to drool over, largely because the P.C. values "fellowship" over T.V. sets and pool tables, and has consequently neglected to buy

The Porcellian has preoccupied Boston Society ever since Francis Cabot Lowell and Robert Tree Paine discovered they shared a fondness for roast pig in 1791. According to one story, a group of ladies were discussing Hitler over tea in a Beacon Hill drawing room when one of the ladies, mystified by the conversation, inquired as to the identity of Hitler. The other ladies drew back in surprise, and the embarrassed lady snapped, "Well, you can't expect me to know every sophomore in the Porc."
A Stated Meeting of the Society was held at No. 25 Beacon Street, Boston, on Friday, 23 February, 1906, at three o'clock in the afternoon, the President, George Lyman Kittredge, LL.D., in the chair.

The Records of the last Stated Meeting were read and, after a slight change in the last paragraph, were approved as amended.

The Corresponding Secretary reported that a letter had been received from Mr. Robert Dickson Weston-Smith of Cambridge accepting Resident Membership.

President Kittredge announced the death on 25 January, 1906, of General Joseph Wheeler, a Corresponding Member, and paid a brief tribute to the memory of this Southern soldier who never forgot his Massachusetts ancestry,1 of which he was justly proud.

Mr. Henry H. Eades exhibited a small portrait of Amos Kent, and made the following communication:

At the Stated Meeting of the Society in March, 1899,2 I had the privilege of exhibiting to the members a miniature on ivory of the Rev. Dr. Joseph McKeen, for nine years Boylston Professor of Rhetoric and Oratory in Harvard College. A few days after the meeting I received a call from Mr. Francis Randall Appleton (H. C. 1875), who told me he had long been seeking this miniature, and asked leave to copy it. This permission I readily got for him, and a life-size portrait in oil was painted by Mr. Joseph De Camp at the charge

1 General Wheeler was a grandson of Gen. William Hull. See two pamphlets by Samuel Curtis Clarke: Records of Some of the Descendants of Richard Hull (1869), pp. 12, 16, 17; Records of Some of the Descendants of John Fuller (1869), pp. 11, 12; and pp. 365–369, below.

2 Publications, vi. 151–155, where some account of Professor McKeen will be found.
of Mr. Appleton who, with characteristic generosity, gave it to the Porcellian Club, of which Professor McKean was the second Grand Marshal (1794 to 1798), and who himself is a prominent member. The miniature was also engraved for the sixth volume of our Publications at the charge of one of our most generous and devoted members.

At a dinner-party which I attended last week, my hostess told me she had just been examining some old family papers which had come to her by inheritance, and that among them she had found a letter written in 1790 by her grandfather to his younger brother, in which he gave an account of the origin of the Porcellian Club. I expressed the hope that I might be allowed to see this interesting paper; and after dinner my wish was not only gratified, but permission was given me to bring it here this afternoon and to print it in our Transactions. It is also my privilege to exhibit the original portrait of the writer of this letter, who was a member of the Porcellian Club, into which he was initiated as early as 1793, — two years after the Club was formed. His younger brother was initiated in 1799, the same year in which this letter was written.

This account of the origin of the Club varies from any which I have seen, and is especially valuable since it was written, only eight years after the Club was formed, by one of its early members who, graduating in the Class of 1795, was a Freshman when the events of which he writes occurred, and must have known the facts in the case. The most interesting single statement is of the place in Cambridge where the dinner was served at which it was determined to form a permanent organization. This place has been fully identified. The writer makes one palpable error,—where he places the date of this dinner "about two years before I graduated." He undoubtedly intended to say initiated instead of graduated, which would accord with the known facts; and his error is easily explained by the fact, which for the moment he may have forgotten, that initiation to the Club then occurred two years before graduation.

Our late associate Dr. James R. Chadwick is authority for the statement that after holding the most exalted office in the gift of

1 The account in the Harvard Magazine (1884), p. 270, is amusing but improbable.
the Porcellian Club, Professor McKeon attempted its disruption on account of the conviviality of its members. Color is given to this statement by the fact that Dr. McKeon subsequently became the Corresponding Secretary of the Society for the Suppression of Intemperance,¹ and by some passages in the letter I am about to communicate, which was written, it should be remembered, when the accepted standards of hospitality and conviviality were quite different from those of to-day. Whatever may have been the shortcomings or excesses of some members of the Club in the early days of its history, the uniformly high character and distinction of its personnel from the beginning furnishes the reason why the alleged attempt of Dr. McKeon, if made, failed of success.

It only remains for me to say a word as to the writer of this letter and his brother, who were sixth in descent from James Kent of Ipswich and Newbury, brother of Richard Kent, Jr., of Kent's Island, and sons of Joseph and Jane (Moody) Kent of Newburyport.

The Hon. Amos Kent was born 16 October, 1774, on Kent's Island; married 27 November, 1799, Abigail, daughter of the Hon. Joshua Atherton of Amherst, New Hampshire; had a large family, and died 18 June, 1824, at Chester, New Hampshire. He read law in the office of the Hon. William Gordon, Attorney General of New Hampshire; was regarded as a well-read lawyer; was chosen to the State Senate; "was an enthusiastic patron and an officer of agricultural societies, state and county;" and was possessed of mental powers "naturally strong and discriminating." His brother-in-law, the Hon. Charles Humphrey Atherton (H. C. 1794), a classmate of Professor McKeon, was an early member of the Porcellian Club, a member of the Phi Beta Kappa, and in later years a member of Congress from New Hampshire.

Moody Kent was also born at Kent's Island 22 April, 1779. He graduated at Harvard in the Class of 1801, was a member of the Phi Beta Kappa, and President of the Hasty Pudding Club. Like his brother Amos, he went to New Hampshire and entered the profession of law, in which he took good rank and accumulated what was then regarded as a large property, two thirds of which he bequeathed to the New Hampshire Asylum for the Insane. He died,
unmarried, at Pittsfield, New Hampshire, 1 February, 1866, at the age of 89.1

The text of the letter follows.

CHESTER July 6th 1769

I must beg pardon, my dear brother, for neglecting to answer yours of the 5th of June until this time. Absence from my office & business when at home have hitherto prevented me. You tell me you have lately been invited to become a member of the porcelian, or pig club & request my opinion of it, & whether it would be eligible to join it. The history of the club is short & I will endeavor to give you a short sketch of it. About two years before I graduated a number of persons were dining together on saturday afternoon, at a public house then kept by a Mr. Moore.2 After the bottle had circulated pretty lively a few hours, it was proposed, that there should be another meeting of the same persons, at the same place, to dine upon the same kind of food, which was roast pig, in a month from that time. It was immediately agreed to, nemine contradicente, & another meeting was accordingly held. At this second meeting, it appears some of the persons had thought of establishing a convivial club, for the purposes of eating & drinking, and when the glass had been round sufficiently often it was proposed; every one present instantly joined heartily in the measure & a constitution & some few laws were soon after drawn up, by a committee chosen for the purpose. Additional members were invited by permission of the club & the society was thus established. The professed object of the club, so long as I was a member of it was enjoyment, & that kind of enjoyment to be derived from eating & drinking was the principal. It is pretended you know in all such cases, that the company of our friends is the principal inducement to such meetings. I have been led however to doubt the truth of such a pretension, since I have seldom, at college, found a number of friends much delighted with each other, for any length of time, without the aid of the bottle. It is undoubtedly, very proper that wine should be introduced on such occasions, as it adds
much to conviviality & to the sprightliness of conversation, it unbends
the mind from labor, & gives it the same relaxation which rest does to
the labourer’s body. What I would warn you against, in such cases, is
excess, never suffer yourself in any case whatever to drink so deeply as
to loose your reason in any degree whatever. I was perhaps, particu-
larly fortunate, in this respect through the whole of my college life,
 tho’ I must confess it was more [owing] to the strength of my head,
than to any restraining power or to any prudential motives. Yet in
some instances my foolish ambition carried me to such excess, as to
make cause for long & bitter repentance. There is no species of
imprudence whatever, but what a drunken man may be lead into, & depend
upon it, he will always find persons enough in college, to take him by
the hand upon such occasions, & lead him forth upon their business,
& to answer particular purposes of their own, without regarding the
consequences to him. A man in this situation is doubly a slave, first
to rum & then to the first designing person who pleases to make use
of him.

In giving you the history of the pig club I have considerably
digressed, I will however return to the subject. You ask me whether
it would be desirable to join it. My opinion is this of all college
societies. The society itself is not to be so much considered, as the
persons who belong to the society. I would advise you to join every
one to which you are invited, where the persons belonging to it are such
as you would be pleased to associate with, I would join no other. You
ought to be particularly on your guard, how you express an opinion of
any society, whether you belong to it or not, you will make a great
many enemies, by the least freedom of opinion in such cases. I shall
expect you to make me a visit in the course of this month, if your
conveniency will admit of it, I beg you not to disappoint me. Bring
your Chum with you, if he would take pleasure in such a party.

In haste your affectionate brother

M’l Moody Kent

[Addressed]

M’l Moody Kent

Student at Harvard College

To be left with M’l Joseph Kent

NewburyPort.

Cambridge

1 Joseph Kent of Newburyport was born 20 May, 1741, and died 19 July,
1802. He was the father of Amos and Moody Kent.

Laws of the Geographical Society.
25. Laws of the Geographical Society, continued, with List of Fines and Members.

Fines

Abbot 1793 6
Adams '91 12
--- 12
Davies '91 9
Gower '92 9
Lawson '93 38

Out of Birmingham for being absent 65
Adams, unfinished 12
Davies disorder 9
Davies 3 9
Davies absence 12
Abbot unprepared 38
Adams 2 12
Adams 9
At a meeting held on the 6th of March, 1808, by a number of the students of Harvard University, they unanimously agreed to institute a society, for their mutual improvement in instrumental music, to be denominate Pierian Sodality, which shall be under the direction of four officers, viz. President, vice President, Secretary and Treasurer.
ADDRESS OF THE EDITORS.

IN pursuance of the Prospectus, presented to the publick about two months ago, the first number of the HARVARD LYCEUM now makes its appearance. As we must look to the publick for the patronage, necessary to uphold our paper, it is incumbent on us to unfold its pretensions and address its claims to them: Which if they do not discern and will not allow, with whatever justice their sentence be pronounced, we have no reflection to make, but that from it there lies no appeal.

It is surely an unnecessary task to argue the utility of a literary journal. The extensive encouragement ever afforded to such as have deserved it, sufficiently shows, that, in the estimation of the world, a good magazine of literature is a good thing. If the name has been abused, and employed as the herald of nonsense and ignorance, it is something to the credit of its popularity, that it has had the authority to recommend them to publick notice. What person of any reading will not confess, that many valuable hints are suggested in a course of general study, which can only be published with propriety, in the miscellaneous collections of a periodical pamphlet? To embrace these and other effusions of lighter nature and on innumerable subjects, is the object of a literary journal. It is to be the publick common-place of its contributors.

The Lyceum, as its prospectus has already intimated, is to be conducted by a few students of the senior class of Harvard college; and is to receive all the time and all the exertion, which the paramount claims of other requisitions will permit. That every number will be as good as they might make it, they do not say; but they will not lightly
28. The Harvard Union, a Debating Society and Public Speaking Club Record Book Frontispiece, 1832.

On the evening of Feb. 17, 1832 certain members of the Senior and Junior classes assembled to consider the expediency of establishing a society for imparting in the art of addressing considerable audiences. Unanimously approving the plan, they appointed a committee of five to prepare and present a constitution.

Feb. 24, 1832.

Thirty-three members of the Senior and Junior classes met. The constitution of a society to be called the Harvard Union was unanimously accepted, and those present, a majority, agreed to abide by, and support it.

Made choice of the following gentlemen for officers:

George T. Loring, Junior President
Daniel H. Webster, Junior
James S. Green, Senior Secretary
Francis Brown, Junior

Three the following gentlemen a committee of three:

George T. Loring
Christopher Dunkin
Charles J. Brookes

Voted, "That the Executive Committee be and hereby are, instructed to prepare such by-laws as they may deem expedient, to be acted on at the next meeting of the society."

A motion was made to increase the executive committee to make all necessary expenditures, but the individual remarking that of course the committee already had its power, and
Constitution of the University Choir, 5 Nov. 1834.

Constitution of the University Choir

Art. 1. The object of the University Choir shall be to cultivate the knowledge and practice of sacred music, having especial reference to the devotional services of the College Chapel. It shall be comprised of undergraduates of any class, of resident graduates, and of gentlemen otherwise connected with the University. Undergraduates alone shall be regarded as immediate members.

Art. 2. The officers of the Choir shall be a President, a Secretary, who shall also be Treasurer, and a Conductor. The President, to be chosen from the Senior class, and the Secretary from the Junior class, shall be elected by ballot, at the first meeting in each academic year. The President shall either act as Conductor, or shall appoint a Conductor from the Choir at large.

Art. 3. The President and Secretary shall perform the duties usually annexed to their offices in College societies. In addition to these, the President, in connexion with the Conductor, shall have the direction of the music, and of the distribution of parts, the determination of the exercises of the Choir at meetings for practice, and the direction of them for public worship. The peculiar duty of the Conductor shall be to lead, in the performance of the music.

Art. 4. The Choir shall meet for practice at least once
31. Constitution of the University Choir, conclusion.

The Committee of the University Choir, appointed on the 11th Inst. to draft a Constitution for the Choir respectfully submit the included Constitution.

By order of the Committee

J. L. McKean, Ch.

Cambridge, Nov. 3rd 1831.
The Class Album Through the Years

By Kimball C. Elkins '27, Senior Assistant in the Harvard University Archives

FOR more than a century busy seniors in Harvard College have found room in their crowded schedules for a visit to a photographer’s studio to sit for their Class portraits. The Harvard Class Album owes its origin to the Class of 1852, and particularly to Charles Upham, the Chief Marshal, who persuaded his Classmates thus to perpetuate their likenesses. The Class of 1852, incidentally, was a notable group in more than one respect. It was the largest Class to graduate from Harvard College up to that time, surpassing 1818, its nearest competition, by seven. The claim of the secretary, Calvin Page, that his Class was “the most distinguished ever graduated anywhere,” although not fulfilled in the later careers of its members, in itself testifies to the spirit of brotherly affection which, according to its annalist, Grace Williamson Edes, was “so striking a feature of the Class of 1852.” To this Class spirit we doubtless owe the relative completeness of the first file of portraits, from which the likenesses of but three graduating seniors are lacking.

The portraits are daguerreotypes, taken by Whipple of Boston, a noted artist in that line. Almost all are fine, clear pictures. Arranged alphabetically in a wooden cabinet constructed for the purpose, the originals were given by the Class to the College Library, where they still remain, one of the most precious items in the section of the University Archives given over to Class records.

Succeeding Classes followed the example set by 1852, but the progress of the science of photography made it unnecessary to rely longer on daguerreotypes. The photographs of the 1850’s (“crystalotypes” was the term used for them in 1853 and 1854) are less pleasing as likenesses than good daguerreotypes, but they had the advantage of being readily produced in quantity for distribution among Classmates and friends.

One set, as a rule, was mounted on sheets of stiff paper, bound, and presented to the College Library. It is these library copies, rather than those owned by the graduating seniors, many of which have also found their way to the University Archives, which constitute the authority for the statements in the following paragraphs, for the content of the student copies naturally varied with the taste of the individual.

The first two albums in book form, like the cabinet of daguerreotypes, contain simply portraits of the graduating seniors. The Class of 1855 enhanced the historical and sentimental value of its album by adding photographs of the College officers. In 1858 views of College buildings and grounds appear for the first time, and with them an action picture of the crew on the Charles River. The volume for 1862 was the first to contain group pictures: the Class, the Goodies, Phi Beta Kappa, and the Natural History Society were the groups chosen.
The albums of the 1860's furnish an entertaining pictorial record of Harvard College as it was in the years just preceding the great expansion of the Eliot era. With the number of graduating seniors hovering about the century mark, there was plenty of room in a moderately stout volume for pictures of Faculty, of student groups, and of local scenes. Since the pictorial content had not become standardized, there was opportunity for editorial initiative and originality. The 1861 volume, for example, is profusely illustrated with views of Cambridge scenes, while that for 1865 features employees and local characters. Group photographs were chiefly of student societies. Organized athletics was as yet in its infancy; but the crew appears occasionally and, from 1866 on, the nine. The portraits of members who did not graduate are often included, usually in a separate alphabet.

After 1870, the increasing enrollment in Harvard College, together with the multiplication of athletic and other extracurricular activities that called for illustration, brought about a steady increase in the size of the albums. Beginning in 1874 the portraits were no longer pasted in, but were mounted on stiff cardboard and enclosed in slots, an arrangement which made for easy insertion and removal of individual pictures, but which added considerably to the bulk of the volume. Increasing bulk, in its turn, in time forced a reduction in the variety of pictorial content. By the mid-seventies, the views and portraits of the Faculty were omitted, for reasons of economy, from some of the albums deposited in the Library. The volume for 1878 is the last that contains all the traditional features. Subsequent albums omit, first, the Faculty portraits, then the views. From 1881 to 1893, inclusive, the books usually contain but a few group pictures (chiefly athletic) and the individual Class photographs. By 1893 two stout folio volumes were necessary to bind even these, so it is not surprising that group photographs were omitted after 1895. When, in 1898, it became necessary to provide three large volumes merely to hold the portraits of the graduating seniors, it was evident that for this type of album the end was in sight. Although, in the two later examples which survive—1904 and 1905—a return to more compact methods of mounting made it possible to bind the Class pictures in a single volume, the old-fashioned album was still unwieldy and expensive. The development of the printed Class book was making it unnecessary as well.

The Harvard Portfolio, 1889-90: an Annual Illustrated Record of Men and Events of Permanent Interest to Harvard Students ... Published by Students of Harvard University, is the first in the long series of printed yearbooks or Class albums. It is a slim volume of less than fifty pages, containing, in addition to the Class portraits, pictures of a group from the Faculty, Class Day officers, Phi Beta Kappa, Helen and Paris (the Hasty Pudding play), the football team, Pierian Sodality, baseball team, new buildings, Deutscher Verein, crew, the graduating classes of the Law School and the Dental School, freshman crew, and freshman football team. It was
34. The Senior Class Photo Album, continued.

partially financed by advertisements. The editors announced that in future issues the field of the publication would be "gradually extended so as to form a comprehensive illustrated record of a year's life in all departments of the University."

That the Harvard Portfolio was immediately recognized as a threat to vested interests is evident from the assertion in the preface to the second volume (for 1890-91) that "the photographer employed by this year's graduating class has expended considerable money and taken much pains to prevent, if possible, the present issue of this publication." Flourishing in the face of this opposition, the Portfolio was issued annually in substantially the same form until 1895, when it was succeeded by The Harvard (Class) Album. Containing Pictures of University Buildings, Instructors and Officers, the Senior Class, Literary, Social and Athletic Organizations, Etc. . . . Issued by Authority of the Class. One surmises that financial causes may have been behind the decision to give up the idea of a yearbook for the whole college in favor of seeking primarily the patronage of the graduating class. Beginning in 1899, the Class History and Class Poem were included, together with literary, social, and athletic statistics, as well as the usual pictures.

In 1901 and 1902 there was competition from a new publication entitled The Harvard Class Book, a volume containing more printed matter than had yet been included in the albums, as well as many pictures. Short accounts of the College careers of the members of the graduating Class, their future addresses, College songs and yells, and Harvard chronology are some of the novel features of these volumes, which did not, however, contain the Class portraits. In 1903 the competition came from The Harvard Year Book and Program, the editors of which endeavored "to produce a book that will be valuable to all who are interested in Harvard, and especially to men in the Senior Class." The following year the photographic committee of the Senior Class, traditionally responsible for the Album, took over The Harvard Year Book in addition. The Album for this year contains, for the first time, abbreviated "Class lives" to accompany the portraits. The Year Book features articles about sports and various events of the year in which all Harvard students might be presumed to be interested. It is profusely illustrated, in part with the same pictures that were used in the Album. The Harvard Year Book appeared for the last time in 1905.

With the dying out of the original series of photograph albums about 1908, the published Harvard Class Album—the parenthesis now omitted—obtained a monopoly as the Class book of the graduating Class in Harvard College, and entered upon a long period of relative stability as to its content and title. There was a change to a much larger format in 1911, followed by a gradual expansion in the number of pages owing in part to the increasing size of the graduating Classes, but mainly to the use of more and larger pictures, and a greater amount of printed text. Changes in student life are naturally reflected in these pages. For example, the adoption of the House Plan resulted in the introduction, in the 1930's, of a new section on the houses and student activities organized therein. The war and postwar years were trying ones for the staff of editors, for military service and the accelerated program broke up the social classes into groups that graduated over a period of several years. In consequence, most of the albums were delayed far beyond the normal publication date, and twice the albums of two Classes were combined in a single volume. Another feature of these years—and one that has continued to the present—is a growing preference for action shots of athletic and social events over the formal group portraits.

A change of title in 1930 to 314; the Harvard Yearbook, signaled a change in policy, or rather a return to the policy and aims of The Harvard Portfolio of 1890-97, and The Harvard Yearbook of 1903-05. The aim, in short, is to combine a review of the year, of interest to all Harvard men, with an album of photographs of the graduating Class.

It is clear from this review of the hundred odd year history of the Har-
35. The Senior Class Photo Album, conclusion.

The largest and the smallest

The Senior Class Photo Album that the gallery of portraits of graduating seniors constitutes the heart of the series. Other features appear and disappear, but this remains. From the file in the Archives these portraits are wanting for but one year—1905. If any reader of these words is the happy possessor of a copy of the Class Album (not the Yearbook) for that year, it is hoped that he will take steps to assure its eventual deposit in the University Archives.
A WORD OF INTRODUCTION.

When that venerable and dyspeptic institution, the "Harvard Magazine," sank into a premature grave, few were surprised and fewer disappointed; and yet all felt that there must be sufficient literary talent among the undergraduates, and willingness enough to employ it, to support a sheet of moderate dimensions and of the right character.

Taking warning from our illustrious but somewhat corpulent and weighty predecessor, it is the desire of the editors and patrons of the "Collegian," to give it sufficient life and interest to keep it afloat without a continual strain on the hair of its head to keep its respiratory outlets above water. In short, we wish the students and their friends to support it because they are pleased and entertained by it, and not because they feel it a duty to assist in any struggle for life and death which comes under their observation. The solemn and all-important subjects given out for Themes, and the formidable topics discussed in Forensics, give us enough practice for our pens in the serious and laborious walks of literature.

Such matters as are, in themselves, interesting to students connected with college matters, here or elsewhere, will, it is hoped, be duly presented; and all such literary efforts as are amusing and interesting will find ample encouragement, and a free channel to appreciative readers.

It is proposed to publish the great college epic, "The Rebelliad," which has, of late years, fallen into comparative neglect, as did its great prototype, the Iliad. Our generous impulses, and a regard for the claims of posterity, prompted us to act the part of Peisistratus for this immortal production early enough to prevent any wolfish theory of it being a patchwork, produced, not by our stupendous mind, but a legion of wandering fiddlers.

With thus much of our hopes and intentions, we make our first editorial bow to what will be to us, no doubt, at least a good-natured public.

BACK AGAIN.

With the calends of March, our fellow-students have come pouring back from their month's recreation: and once more the Seniors in their gravity; the Juniors,—gentlemen of leisure; the busy and dapper Sophomores, and the Freshmen, rejoicing in all the pride of their new "beavers"—are thronging the College paths and tramping in the College entries. We see again with pleasure the faces of some, who, during the last term, have been studying "De Re Rustica" in retirement, but are now fully restored to all their rights and privileges.

As we grasp each other's hands once more, we fervently hope that we are not again to be put asunder during the term of our college life.

But, while these returning wanderers are seen hanging about the examination rooms with deep anxiety depicted on their countenances, their more fortunate classmates are enjoying the abundant leisure of the first days of the term,—the great question of life for the time being seeming to be, whether they are likely to be "cut" or not, at the next recitation. The billiard-room and the theatre receive more visitors than University or Harvard Hall, and all goes merrily as a marriage bell.

But presently the sober College bell warns all of prayers and recitations that must be attended; and all settle down again to the old routine, but

THE

ADVOCATE.

May 11, 1866."

"Veritas nihil veretur."

[Vol. I.-No. 1.

OUR PAPER.

The "Collegian" was started two months ago as a Cambridge newspaper, intended to represent the views and opinions of Harvard students. Its prosperity was great; it had a long list of honorable subscribers, among both graduates and undergraduates, and was favorably spoken of by the leading periodicals of Boston. Soon after the issue of its third number, the editors of the "Collegian" were summoned, and informed that their publication must be discontinued. No direct reason was assigned for this unexpected step; and all attempts at conciliation and compromise on the part of the editors, who offered to bind themselves to any restrictions whatever, were unavailing. Deterred from further pursuit of their undertaking by threat of a most severe college censure in case they continued it, the editors stopped their paper, and squared accounts with their subscribers. Impressed with a feeling that some such newspaper as was the "Collegian" is sorely needed here to express the wishes and opinions of the students, we propose to issue this, our present publication, as long as it is supported.

We do not make our attempt in any spirit of blind malignity to those who govern and instruct us, nor do we consider it mere school-boy sentiment which animates this appeal to our right of free journalism. As boys, we were prejudiced against our masters; and there may be some of that instinct lingering about us still: but we believe ourselves, on this occasion, to be actuated by other and more liberal motives.

It seems to us as if "leave to plead our own cause" had been asked for, and refused. It is from no idle whim, nor in any spirit of unmeaning opposition, that we try to assert that we consider ourselves slighted by this relentless course of our rulers in overlooking our dearest wishes. The good order and correct discipline of the College is far more likely to be demoralized by one instance where all explanation of the disputed point has been refused, than it could be by many midnight revelations in front of University. It is true that two or three articles in the "Collegian" contained indistinct allusions to those to whom we are rightfully expected to pay the highest deference; but such were hardly discernible to any save ourselves, and were not intended to be understood beyond the limits of a department or of a certain class. We admit that it may have been a mistake to have published such articles in the "Collegian;" but we are positive that such a practice would have been entirely stopped as soon as it became known that they were a source of annoyance to their subjects. Harmless by-play the editors thought it, which no one need be offended at.

Here are four hundred young men, the greater number of whom have now passed that age at which law prescribes that they shall become their own masters. All these have individual opinions, feelings, ideas, more or less, of their own. It would be absurd to attempt to gratify all their whims and tastes; yet, when a majority concur in claiming a right to this privilege or that privilege, we know there is some reason for it, which ought to be investigated. And we think, that, if we are to be
38. The Advocate, p. 3, on the Murder of The Collegian.

**The Advocate.**

Strikers stand is but little better; and so uneven is the ground there, that for the striker to assume “a firm, impressive attitude” is next to impossible.

The broom of reform might sweep away much dust and many cobwebs from the Delta.

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**THE COLLEGIAN.**

The "Collegian" has been suppressed. Just as it was starting out upon a career full of hope and promise, its young life was crushed, —crushed, so far as we have been able to learn, for the following cogent "reasons." 1st, Formal permission to publish it was not obtained from the faculty. 2d, It contained complimentary allusions to members of the faculty. 3d, It contained jocular ditto. 4th, It was conducted with no ability. 5th, It was not a fair exponent of the students' views. 6th, They (the suppressors) "did not think the said students had time for any such things."

We do not propose to endeavor to controvert the above "reasons." We submit that they are all lumps of wisdom, and must so stand, unscathed and unanswered forevermore. What we do propose is, to publish a paper in spite of the fate of our lamented predecessor, and regardless of the seven lumps of wisdom. We do not remember of ever having pledged ourselves not to publish a paper. So far from that being the case, we were well aware that divers papers had been published by students, from time to time; and, furthermore, that they were, for the most part, allowed to die a natural death. A few of them, indeed, committed suicide; but the "Collegian" was the first one which was ever murdered. We believe that this unfortunate sheet was not even allowed the poor privilege which the French despot grants his subjects; namely, a "warning," but was disposed of after the summary fashion of martial law. If we are infants, perhaps the act was justifiable; but if we are men, or even boys, it was not. We deny that the powers that be have any right to muzzle us in such a manner; or, even granting that they have the right, how much better it would have looked to have refrained from exercising it in such a case as this. They might have known that it would only serve to provoke ill-feeling between themselves and the students, and to bring the college into disrepute. We do not know of a single student, in any of the departments, who does not deplore the suppression of the "Collegian" as an act of arbitrary will. And the same opinion prevails everywhere. Several prominent gentlemen of Boston have declared that they never before imagined that the students were treated in such an illiberal manner. It is well known that the students are, for the most part, disposed to obey the laws of the college to the very letter, so long as they remain in force; but how absurd it is to say that they must not murmur, or have an opportunity to declare wherein these laws may be unjust and inexpedient!

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**S. PAUL'S.**

The S. Paul's Society have elected the following officers for this term:

- President: W. F. Davis
- Vice-President: H. C. Clapp
- Secretary: Alford H. Hall
- Treasurer: W. F. Dole
- Librarian: H. C. Clapp

A new and elegant catalogue of the Society has been issued, and other indications of vitality and energy are manifest.

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**CHRISTIAN BRETHREN.** — The Society of the Christian Brethren, at the regular meeting, elected the following officers for the ensuing term:

- President: W. F. Davis
- Secretary: H. C. Clapp
- Treasurer: A. H. Hall
- Librarian: W. F. Dole
From the Treasurer's Statement we learn that the Kirkland Fellowship at present amounts to about $6,500. It will be remembered that this Fellowship is being established by George Bancroft, who will pay $2,000 a year till the sum of $10,000 is reached, when the income will be devoted to the higher education of some student taken at the discretion of the Corporation from any department of the University. The student thus selected will be allowed to pursue his studies either in this country or in Europe.

We have recently heard many complaints from the members of 74, of the sudden disappearance from the College Library of the books which contained the subject-matter of their themes. It would be well for the favored few to remember, in future, that books of this character are reserved for all, and that their disappearance is attended with great inconvenience to many.

It has been suggested that if the gas in some of the College buildings were confined to narrower limits, instead of being allowed to escape until the basements are filled, it would be more conducive to the purpose for which it is intended. And furthermore, if a greater quantity could be furnished in the Reading Room it would be very acceptable. The afflicted inhabitants of Holworthy affirm that changes in the "twinkling of an eye" from light to sudden darkness are no uncommon things in that building. Cannot some improvement in this line be made by those having the matter in charge?

We wish the College would lay plank walks in the yard. As we wade through our classic enclosure on the sloppy days of the January thaw, or, when the signal-man at Washington turns the water into ice, as we gracefully measure our length in front of University, we think of this. We do not find fault with the management of our beloved institution, but we mildly hint that plank walks, such as are each winter laid on Boston Common, would be a blessing to Faculty and students.

We earnestly request contributions from all members of the University.

The excellent manner in which the College Chapel has been repaired certainly reflects great credit upon those having it in charge. The commodious gallery, which extends along three sides and contains three rows of seats, has greatly increased the seating capacity of the Chapel, and we think has not marred the beauty of its proportions. The windows of stained glass, each of which bears upon it the University motto, "Christo et Ecclesia," admit a very soft and mellow light. The fresco work, though of a plain and unassuming style, greatly improves the general appearance.
Harvard Crimson.

CAMBRIDGE, MASS., TUESDAY, FEBRUARY 26, 1935.

Price 3 Cents.

Harvard History of the Harvard University Club, a University Club Building.

THE UNIVERSITY CLUB.

A History of the Movement Which Culminated in Major Higgins's Gift.

About the year 1950 there came a need at Harvard for a new social system. The old regime in which the class was the unit and the Harvard societies, the members of which were taken from but one class. Until 1839 the Senior class had been compact enough to act as the controlling body to undergraduate life. But in the years from 1839 to 1859, the classes had been increasing in size, until it became no longer possible for a man to be acquainted with all his classmates. At the same time another cause, the growth of the elective system, combined with this to break down all class distinctions. Not only were the classes too large to have any unity, but the destruction of all elective between the classes struck a blow at the system on which the class societies were based. The direct outcome of this was the formation of a number of clubs which took in members from every class, the indirect outcome was the loss of the unity of the University, and a marked decrease in athletics.

In 1925 James B. I. T. B. S. 0. 8, on a visit to Oxford, was entertained at the Oxford Union. The success of this club seemed to him to point to the remedy for existing conditions at Harvard, and on his return to Cambridge he installed, through the existing college periodicals, a movement for a Harvard University Club. The idea met with general favor, and on March 30, 1926, the Harvard Union was formed. The first officers were: President, W. R. L. R. C. 0. 8; vice-president, J. S. T. S. 0. 8; treasurer, S. C. V. 8. The convention each year. The organization was then held in connection with the Glee Club, with a history of over 100 years, which had died a natural death, but was a classic organization.

Harvard Crimson.

Candidates for the Crimson.

Members of the classes of 1913 and 1914, wishing to try for positions on the editorial board of the Crimson, are requested to meet in the office on Friday, March 1, promptly at 7 p.m. A new plan of work will be discussed, and the meeting is intended not only for those who have definitely decided to try, but also for all those who have had any thoughts about the matter. Men especially well informed in any branch of college activities, or of any literary or journalistic ability are urged to come out.

Freshman Class Meeting.

An important meeting of the Freshman Class will be held in Lower Massachusetts the evening at 7. A discussion plan for a Class Dinner.

J. A. BURKMAN.

The baseball candidates have begun practice in base running. They are being coached by W. H., the captain of the Boston team, who was out yesterday for the first time. The squad will be reduced tomorrow.
41. The History of the Harvard Cooperative, Written in 1933 by the Founder of the Society, Charles H. Kip, on the Occasion of the Fiftieth Anniversary of the Founding.

The History of the Harvard Cooperative.

This is the fiftieth anniversary of the Harvard Cooperative Society. It would be interesting at this time to look back half a century to the founding of what is now an accepted Harvard institution, to see how such an organization came into being. The official records of the society have been lost, that is, the records of the first seven or eight years, but we are not able to give an official account of why and how the Harvard Cooperative Society was formed—official because it has been given by the Founder and creator of the society, Charles H. Kip, '83.

Students at Harvard were forced to pay more for the things they bought than the people of Boston paid, for the Cambridge merchants were making a good thing out of their college trade. The "Crimson" of February 13, 1882 says: "Students of other colleges generally obtain a discount on their purchases. We have to pay a premium." Believing that the charges for books, paper, furniture, and clothing were exorbitant, Mr. Kip decided that something should be done about it, especially to help those who "are" striving for the cost of their education. He spent considerable time and labor in comparing prices, discovering that the price of a certain kind of coal, for example, there was a difference of $1.00 of the colleges between the Boston and Cambridge merchants.

In the early part of 1881, Mr. Kip conceived the idea of establishing a society or corporation to help less fortunate students buy their necessities, and during the winter of 1881-1882 he formulated his plan. After the Christmas vacation, editorials presenting this plan began to appear in the "Harvard Daily News," of which Mr. Kip was an editor. The college at large liked the idea, although many did not understand it, and notices were sent out to faculty and men who were considered likely to be interested in a philanthropic organization of this kind. In answer to this call, forty-one
42. History of the Cooperative Society, continued.

men gathered in Mr. Kip's rooms at 24 Holworthy, here Mr. Kip gave his reasons for calling the meeting and presented in detail a general plan for carrying out his idea. The plan was heartily approved, and the "Echo" of February 23, 1882 carried an account of the meeting, adding that:

"After a full discussion a committee was appointed as follows: Frank Cole, H. E. Turner, C. J. Britwell, C. H. Kip, and A. C. Denniston, which was to present the plan to the University. The committee decided to call a general meeting of the University at Holden Chapel on February 26. Mr. Kip, who attended the first meeting up a temporary constitution for the society, and published it as a supplement to the "Echo" of February 27. The large attendance at the general meeting showed how great an interest was taken in the project; the discussion and voting lasted for over three hours. The proposed constitution was adopted with a few minor changes, and the officers chosen. In the "Echo" of March 1 we read that:

"After a number of articles had been adopted, the meeting proceeded to the election of officers, provisionally: President, Mr. E. Meeker; Treasurer, C. H. Kip; Directors, Turner, '82; Lloyd, '83; Webster, '84; Sartell, '85. From the Law School, Mr. Quincy and Mr. Kennison. Theological School, Mr. Butler. Divinity School, Mr. Williamson, '75. From the Faculty, Prof. Leman. After much discussion it was decided that 400 names should be required in order to organize the society and make the election of officers valid."

The success or failure of the society now rested upon the individual members of the University, for nothing could be done until 400 men had joined. Books for the signatures of those who wished to become members were placed at Bartlett's and Memorial Hall. An editorial in the "Echo" of March 1 states:

"The annual meeting to each man who joins will be from ten to twenty dollars. The society will have no rent to pay, as it is almost certain that the corporation will consent to allow it to use the old gymnasium free. The saving on coal will be reached by uniting the orders of members, in employing the coal dealer, who will give the lowest rates for furnishing and delivering
43. History of the Cooperative Society, continued.

The aggregate amount ordered. The greatest convenience to members will occur from the methods of keeping second-hand furniture and books on sale, which will accommodate both sellers and buyers."

This last point was one of the main features of Mr. Kip's plan; for there had been no medium through which new men in college could take advantage of the fact that men leaving college usually wished to dispose of furniture and books. The proposed Cooperative Society would buy such furniture and books, repair them if necessary, store them through the summer, and sell them with a small profit in the fall.

The above article goes on to say:

"The subject has been so carefully considered that there can be no reasonable doubt of its success if enough men put down their names, and the society will not be started unless enough men put down their names."

The whole plan was so logical and well-designed that from the first its success was assured. There were two hundred signatures on March 3, and nearly the required four hundred on March 6. Additional books were placed in the library of the Law School, and for more than four hundred students had joined by the fifteenth of March.
44. History of the Cooperative Society, conclusion.

The society opened for active business in part of a store in College House, with a limited stock of students' supplies. An important feature was the "Affiliated Tradesmen." These were representatives from shoe dealers, booters, and stocking every trade, such as art dealers, clothing stores, hardware dealers, etc., with whom the Society had an agreement that the presentation of a membership card would insure a discount on cash purchases made from these merchants. The society moved to a which Business increased rapidly, and another small store in College House was opened with a stock of athletic equipment and books.

The effects of this new enterprise were soon felt, both by the students and by the local trade. The number of members increased rapidly, and in the following year the Society moved into a building on the site of its present situation. The rapid growth of the society in its first year of existence has continued steadily up to the present day, but with the modern aspects of the society this survey of the early history must come to a close. Similar societies were formed at Columbia University, Yale, Cornell, Princeton, and other leading colleges and schools.
PUBLISHED FOR THE HARVARD ALUMNI ASSOCIATION
BY THE
HARVARD BULLETIN, INC., CAMBRIDGE, MASS.
Origin of the Harvard Coöperative Society

Holworthy 24, Where the Coöperative Society Originated in 1882

This is the 51st anniversary of the Harvard Coöperative Society, and it is interesting to look back half a century to the founding of what is now an accepted Harvard institution, to see how such an organization came into being. The records of the Society for the first few years have been lost, but we are now able to give an official account of why and how it was formed, official because it has been given by the founder and creator of the Society, Charles H. Kip, '83.

Students at Harvard fifty years ago were forced to pay more for the things they bought than the people of Boston and Cambridge paid, and the Cambridge merchants were making unreasonable profits out of their College trade. Believing that the charges for books, paper, furniture, and clothing were exorbitant, Mr. Kip decided to do something about it in order to help especially those students who had to struggle for the cost of their education. He spent considerable time and labor in comparing prices, and discovered, for example, that a certain kind of coal cost $2 per ton more in Cambridge than in Boston.

In the early part of 1881, Mr. Kip conceived the idea of establishing a society or corporation to help less fortunate students buy their necessities, and during the winter of 1881-1882 he formulated this plan. After the Christmas vacation, editorials began to appear in the Harvard Daily Echo, of which Mr. Kip was an editor. To put the idea into concrete form, notices were sent out to 42 men who were regarded as likely to be interested in a philanthropic organization of this kind. In answer to this call, 41 men came to Mr. Kip's rooms
at 24 Holworthy. There he gave his reasons for calling the meeting and presented in detail a general plan for carrying out his idea. The plan was heartily approved, and the *Echo* of February 23, 1882, carried a glowing account of the meeting, adding:

"After a full discussion a committee which was to present the plan to the University was appointed as follows: Frank Bolles, H. E. Warner, C. W. Birtwell, C. H. Kip, and A. C. Denniston."

Mr. Kip, acting as secretary, had drawn up a temporary constitution for the organization which he had read at the first meeting and published as a supplement to the *Echo* of February 27. The committee decided to call a general meeting of the University at Holden Chapel on February 28. The large attendance at this meeting showed how great an interest was taken in the project. The discussion and voting lasted over three hours; the proposed constitution was adopted with a few minor changes, and the officers were chosen. The *Echo* of March 1 said:

"After a number of articles had been adopted, the meeting proceeded to the election of officers, provisionally: President, Mr. F. Bolles; treasurer, Chapman, '83; directors, Warner, '82, Lloyd, '83, Webster, '84, Sartell, '85. From the Law School, Mr. Quincy and Mr. Kennison. Theological School, Mr. Suter. Divinity School, Mr. Williamson, '76. From the Faculty, Prof. Lanman. After much discussion it was decided that 400 names should be required in order to organize the society and make the election of officers valid."

The success or failure of the Society now rested upon the individual members of the University, for nothing could be done until 400 men had joined. Books for the signatures of those who wished to become members were placed at Bartlett's and Memorial Hall. An editorial in the *Echo* of March 1 read:

"The annual saving to each man who joins will be from ten to twenty dollars. The Society will have no rent to pay, as it is almost certain that the Corporation will allow it to use the Old Gymnasium free. The saving on coal will be reached by uniting the orders of members, and employing the coal dealer who will give the lowest rates for furnishing and delivering the aggregate amount ordered. The greatest convenience to members will accrue from the methods of keeping second-hand furniture and books on sale, which will accommodate both buyers and sellers."

This last feature was one of the main points of Mr. Kip's plan, for there had been no medium through which new men in College could take advantage of the fact that men leaving College usually wished to dispose of furniture and books. The proposed Cooperative Society would buy such books and furniture, repair them if necessary, and sell them with a small profit in the fall. The article quoted above goes on to say:

"The subject has been so carefully considered that there can be no reasonable doubt of its success if enough men put down their names, and the society will not be started unless enough men put down their names."

The whole project was so carefully planned that from the first its success was assured. There were 200 signatures on March 3, and nearly the required 400 on March 6. Additional books were placed in the Library and the Law School, and more than the required 400 students had joined by March 15.

The Society opened for active business..."
The Cooperative Society has been for many years one of the most important business enterprises in Cambridge. Its sales for the current year, which it is hoped, is the lowest point in the depression, will amount to almost $1,000,000. It has 9,100 members at the Harvard Square shop, and 2,600 at M. I. T.; in addition, many who are not members of the Society are frequent purchasers of the goods it offers for sale.
JULY 1758

16. finished the President's bag
28. went to Meeting, Mr. Appleton joined
3 & 4 Cat & a Play at Mr. Hamblet's
4, 5, 6 rain one minute & shine another
5, 6 Cat to perfection
6, 7 Cat to perfection
7 & 8 went to Boston with Mr. Alden
8, 9, went to meeting Mr. Appleton
10, 11 began to make Agreements
11, 12 did not go to prayers
12, 13 am easy to receive letters, easy
did not receive letters
13, 14 Cat more perfect than before
14, 15 Cat more perfect than before
15, 16 by Mr. Daniel came to regularity
16, 17 did the Sophomory, called
17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31

...
The following vote of the Corporation at their Meeting Nov. 16, 1762, was presented & contested to by the Opposers:

Whereas the attending upon stage-plays Interludes or theatrical entertainments tend greatly to corrupt the morals of a people & particularly with respect to the College, must needs (beside corrupting their morals) be highly detrimental to their learning by taking off their minds from their studies, drawing them into such company as may be very dangerous to them, expensive to their parents & tending to many other disorders; Therefore

Voted, That if any Undergraduate shall presume to be an actor in, a spectator at, or in any ways concerned in any such stage-plays, Interludes or theatrical entertainments in the town of Cambridge or elsewhere, he shall for the first offence be degraded according to the discretion of the President & Tutor, & for any repeated offence shall be disfranchised or expelled.

And if any Graduate residing at the College shall offend against this Law, he shall have his Chamber taken from him. And if any Graduate who live in Cambridge the not residing at the College shall offend in the like manner, they shall be denied any privilege of the College Library, or
The Harvard Dramatic Club presents as its first production

The Promised Land

an original play in four acts
by Allan Davis of the Class of 1907

Brattle Hall, Cambridge, December Fifteenth, 1908
Jordan Hall, Boston, December Seventeenth and Nineteenth, 1908
Throughout the winter and spring of 1907-8 there was a feeling among some men in the University interested in the drama that there should be a dramatic club to give serious modern plays, such as some other college clubs present. What, however, made the plan unique was the intention to present, not well-tried plays, given before, but original work by undergraduates or recent graduates of Harvard. This idea of encouraging playwriting in the University gives the club an original and advanced position among college dramatic clubs.

On March 10, 1908, the following men met in the Union: E. B. Sheldon, '08; D. Carb, '09; E. R. Brumley, '07; J. H. Wheelock, '08; J. M. Groton, '09; P. Davis, Sp.; M. Ferber, '06; R. E. Rogers, '09. W. G. Wendell, '09, and J. T. Addison, '09, were unable to be present. Mr. W. R. Castle, '00, who had been asked to advise the club, led the discussion. A day or two later this number was increased by three men, greatly interested in the work, who had already planned an organization on slightly different lines: D. Gardiner, 2L.; H. von Kaltenborn, '09; P. E. Illman, '09. E. B. Sheldon was elected temporary chairman, and it was decided to call a meeting of all men interested, in order to gauge the prospects of the club. The thirteen men, named above, were to be considered founders and charter Members.

A week later the meeting was held, attended by over eighty men, who heard the aims of the club discussed, and signed blue-books, as being interested in the work. From this number there were elected at later meetings of the charter members the following men: F. N. Evans, 2G.s.; C. B. Wetherell, '08; O. L. M. H. Lyding, '09; R. M. Middlemas, '09; H. W. H. Powel, '09; L. Simonson, '09; J. A. Eccles, '10; R. E. Andrews, '10; J. S. Reed, '10.

An executive committee was elected, as follows: E. B. Sheldon, president; R. E. Rogers, secretary; H. von Kaltenborn, manager and treasurer; D. Carb, C. T. Wetherell, P. E. Illman, W. G. Wendell, D. Gardiner.
The undergraduates have organized a Dramatic Club. Very little work will be done this year but preparations will be made for an active season next fall.

The following officers have been elected: president, E. B. Sheldon '08, of Chicago, Ill.; secretary, R. E. Rogers '08, of Cambridge; treasurer, H. von Kaltenborn '02, of Madison, Wis.; executive committee, C. B. Wetherell '08, of Cambridge; D. Carh '03, of Fort Worth, Tex.; P. E. Illman '03, of Milwaukee, Wis.; and W. C. Wendell '03, of Boston.

The Harvard Bulletin.

The Harvard Aeronautical Society will hold its Organizational Meeting this evening at 7 o'clock in the Assembly Room of the Old Union. The members of the society, who are interested in aviation, will become charter members of the society.

Capt. Fish and Coach Haughton will preside and the members of the organization committee will explain the purposes and outline the plans of the society. Officers for the current year and an executive committee will be elected.

Sale of Yale 1913 Game Tickets

Tickets for the football game between the Harvard and Yale Freshmen on Soldiers Field Saturday will be put on sale at 11 o'clock today. The game will be played at 11 o'clock this afternoon. The tickets will be sold at the ticket windows.

The second football meeting will be held in the Living Room of the Union. The meeting will be held today at 11 o'clock. The game will be played at 11 o'clock this afternoon. The tickets will be sold at the ticket windows.

Dinner for 1909 Crews

The Harvard Club of Boston will give a dinner in honor of the 1909 University crew. The dinner will be held tonight at 7 o'clock. The guest of honor will be William Thayer, president of the Harvard crew.

Second Mass Meeting at 8

The second mass meeting will be held in the Living Room of the Union. The meeting will be held today at 8 o'clock. The guest of honor will be William Thayer, president of the Harvard crew.

No Practice at Signals

The Harvard football team will have no practice today. The team will be able to practice later in the afternoon.

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SPRINGFIELD (Mass.) REPUBLICAN
NOV. 15, 1909.

NEWS OF SCHOOL AND COLLEGE

HARVARD AERONAUTICAL SOCIETY

Organized With 250 Members—To Build Gliding Machine and to Have Course of Lectures.

The Harvard aeronautical society was formally launched Friday evening. Owing to the fact that so much interest was expressed in the objects of the new organization it was necessary to hold the meeting in the large Hall of the union, and of the 250 students present 220 handed in their names to become charter members of the society. It is expected that more names will be added to this list at a meeting to be held within a few days for the benefit of those who were unable to attend Friday evening but who are desirous of becoming charter members... R. L. (Gower, 1910), president of the Crimson editorial board, presided, and introduced J. V. Martin, an instructor in the department of engineering, as the chief speaker of the evening. Mr. Martin spoke with the greatest optimism of the prospects of an aeronautical society at Harvard, and of the almost unlimited possibilities which such an organization presents. At no other educational institution in the country, he declared, were there such opportunities for development both along theoretical and practical lines in aerial navigation as at Cambridge, and in organizing this society at the present time Harvard will be a pioneer in the movement among American educational institutions.

...It is the expressed intention of the society to build as soon as possible a machine of the gliding type, and thus to obtain a practical knowledge of aerial navigation impossible in any other way. Work on this machine will be started as soon as a sufficient number of the society's members acquire a working knowledge of how to construct such a device. Means will be taken at once to provide instruction tending toward this end. For this purpose prominent navigators whose success in aeronautical work is indubitable will be procured to lecture before the society at Cambridge from time to time.

The first lecture will be given by Mr. Martin, who, will show in connection with his address 2000 feet of flying picture, showing the possibilities and the things that have already been accomplished in aeronautics. Soldiers Field will...

ON FOOTBALL RULES

Committee.—Suggestions Re-

quested from Advisory Board.

Committee on the Regulation of
ci Sports voted at its meeting Tues-
garding to request the Advisory Council

committee to make suggestions for changes in the

rules of the game, which would bring them

The following committees have

been appointed:

Smoker Committee.—G. W. Wing,

Chairman, O. H. Raffel, J. S. Boll, T. J.

Campbell, F. S. Ernst, J. P. Kennedy, G.

Metcalfe, E. F. Pierce, J. T. S. Russe,

O. T. Trenchard, E. W. Warner, E. B. Wigg-

The Aeronautical Society of

The Harvard Aeronautical Society

announced that the chimpanzee bowl

scheduled for last Monday evening

to the Lecture Room will be given

as a testimonial to the University of

England, as well as to make it know and

do as to make it happen and not to

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Balloon flights were early demonstrated in Boston. The *Columbian Centinel* of September 5, 1821, describes an ascension by one E. Guille as made from the Washington Gardens on Tremont Street, saying that his balloon:

Rose majestically over the trees of the mall, passed, at a considerable height, over the Common, and part of Mount Vernon, crossed Charles River, and landed in perfect safety near the Ten Hills farm, on the Medford turnpike—having traversed nearly three miles in about 14 minutes.

Records reveal that the first great American aeronaut, Charles F. Durant, made an ascent from the Common on July 31, 1834. There were many others, some made from an amphitheatre erected at the foot of the Common.

One of the first manufacturers to do any construction work for aerial conveyances was E. B. Badger of Boston, who about 1847 made a copper boiler that operated large fans for a flying machine which was to make an ascent from the Common. The attempt to fly was a complete failure, but the undertaking shows that Boston was very much in the field of experimentation, cooperating with those who were trying to conquer the air.

The first successful photograph from the air was one of Boston taken from a balloon October 13, 1860, by

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*The "Washington Gardens" were located on a lot of about one and one-quarter acres, extending from the site of St. Paul's Cathedral to West Street—Temple Place being cut through later. The lot was surrounded by a brick wall and had an old house on it, and the whole property was leased in 1815 to John H. Schaffer, an auctioneer, who built an open-air amphitheatre which he afterwards replaced by a more pretentious building of brick, and used it with the house and grounds as a place for public entertainment. Various sorts of exhibitions and performances were given, among the latter vaudeville, dancing, theatrical and equestrian performances. In the summer, fireworks were a great attraction. Refreshments were served on the grounds and in the house according to the season. Schaffer carried on the enterprise until 1828, when he got into financial difficulties and had to give it up, the Gardens passed out of existence, and in 1830 the house was removed and the land divided into ten lots. See the article by Walter K. Watkins in *Ways and Days in Old Boston*, published by R. H. Stearns & Company, p. 91, at pp. 117 ff.—Esa.

†"Mount Vernon" was the western part of Beacon Hill.—Esa.*
Professor Samuel A. King and J. W. Black. It is said that no clearer or more satisfactory photographs were made for half a century afterwards. King was of the firm of King & Allen, aeronauts, and Black was an eminent photographer of the firm of Black & Batchelder. Their accomplishment attracted great interest in scientific circles of the time and was reported in considerable detail in the Boston Herald of October 16, 1860. A copy of this first photograph is in the collections of the Bostonian Society.

As the 19th century drew to a close interest in aeronautical affairs increased greatly. A leader in crystallizing this interest was James Means, a successful Boston business man who published the "Aeronautical Annuals" of 1895, 6 and 7, with a final "Epitome of the Aeronautical Annual" in 1910 dedicated "To the Students of Aviation." He was also an inventor and took out patents for aircraft, as did many other Bostonians.

The Wright brothers wrote Means that the old Annuals were "highly responsible for the active interest which led us to begin experiments in aeronautics." Their experiments were followed with interest in Boston and the importance of their first successful flights was at once recognized here. The Boston Globe was one of only six metropolitan newspapers in the country that published the news of the achievement overlooked by so many others.

Boston is also credited with having established what is claimed to have been the first aeronautical club in the world. On January 2, 1902, eleven well-known Bostonians—J. Ransom Bridge, Newton Crane, Charles J. Glidden, Henry Howard, George E. McQuesten, Ernest L. Reuter, Dr. W. A. Rolfe, Dr. F. L. D. Rust, Royal R. Sheldon, Arthur W. Stedman, and Dr. J. S. Stedman—meeting socially at the Massachusetts Automobile Club, signed an
agreement to associate as a club and to indulge in the sport of ballooning. They selected the name of Aero Club of New England, and carried on without formal organization or election of officers until they were incorporated in 1907, when Professor A. Lawrence Rotch of Harvard, the founder and director of the Blue Hill Observatory, the researches of which have been of great assistance to aviation, was made the first president of the Club.

The Club purchased a balloon of 35,000 cubic feet capacity, called the "Boston," and maintained one of the same capacity and name until 1915, and for a time had the "Massachusetts," of 65,000 cubic feet capacity. Interest in the sport of ballooning was so aroused that for a number of years more ascensions were made annually in Massachusetts under the auspices of the Club than were credited to all other states combined. It was also instrumental in holding in Boston the first airship exposition in the United States.

Similar organizations were later formed in North Adams, Pittsfield, Springfield, and Worcester and at Harvard, Amherst, Williams, Dartmouth and other colleges in New England.

The Harvard Aeronautical Society was organized in November, 1909, as an educational and scientific institution devoted to aeronautics, with Professor Rotch as president.* The Society grew rapidly until it soon had over 350 active members. It established an aero library, acquired working models of the Wright and Bleriot types of planes, built a glider, and a biplane named "Harvard I;" conducted glider contests, and decided to hold a meeting of aviators. The assistance of others was obtained, and a committee consisting of Adams D. Claflin,
Harvard ’86, as chairman, James V. Martin, and W. A. P. Willard, consulting engineer of the Society, was named to organize the meet.

A fund of $50,000 was raised to secure the financial success of the undertaking, and a contest committee was appointed with Charles J. Glidden as chairman. Prizes were offered for such contests as speed, altitude, duration, shortest run in starting from the ground, accuracy in alighting at a given mark and bomb dropping. And the Boston Globe added much to the importance of the meet by offering through its founder and publisher, General Charles H. Taylor, a prize of $10,000 for a non-stop flight from the flying field twice around Boston Light.

Arrangements were made with the Wright Brothers Company for the entry of their two most expert aviators, Ralph Johnstone and Walter Brookins, and with Glenn H. Curtiss, international champion, for his entry. The attendance of two famous Englishmen, A. V. Roe, now Sir Alliott Verdon-Roe, and Claude Grahame-White, was secured, and entries were received from a number of other prominent aviators.

It was the original intention to hold the meet on Soldiers Field but it was decided after further consideration that the place was not sufficiently large or safe, and the field at Squantum, sometimes referred to in the accounts as “Atlantic,” was selected. The field was then called for a time the “Harvard Aviation Field” and the meet was held there from September 3 to 13, 1910, as the Harvard-Boston Aero Meet, the first of the kind in this country.

The meet attracted widespread interest, among those attending being President Taft, Governor Draper of Massachusetts, George von L. Meyer, Secretary of the Navy, Baron Rosen, the Russian ambassador, and many prominent officers of the army, navy, and diplomatic service. The Navy Department assigned a torpedo division and the Treasury Department a revenue cutter
for service during the meet in patrolling the water routes for the different flights.

The chief event was the flight around Boston Light, of the total air-line distance of 33 miles, and was won by Grahame-White in a Bleriot monoplane in the elapsed time of 34 minutes 1 1/5 seconds. He also won the speed contest in a Bleriot plane. The altitude contest was won by Brookins in a Wright biplane, with the height of 4739 feet, and Johnstone in a Wright plane broke the American record for duration with a flight of 101 miles in 187 minutes. He also broke the world's record for accuracy, alighting within 5 feet, 4 inches of the mark. Roe's entry, a triplane, was not a success, and Curtiss due to trouble with his equipment was unable to give any satisfactory exhibitions, much to the disappointment of the spectators.

The bomb dropping contest was of great interest, and it was declared by chairman Claflin, in his account of the meet, that the demonstration "proved conclusively that the aeroplane must be seriously considered in any future wars as the accuracy with which dummy bombs were dropped was a great surprise to all the military officers present."* One of the "bombs" bearing the autographs of Roe, Grahame-White and others may be seen in the aviation collection of the State Street Trust Company, to which it was loaned by Hon. John F. Fitzgerald, who was Mayor of Boston at the time of the meet and then made his first aeroplane flight.

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*Harvard Graduates Magazine, Vol. 19, pp. 249 ff, which states with other details that the total amount won in prizes by contestants in professional races was $33,000, and that the total value of all prizes was $40,750. See also pp. 196 ff.—Eva.

The Bostonian Society has a large number of photographs of this meet.

Roe and Grahame-White, together with T.O.M. Sopwith have been credited with being the saviors of Great Britain because of the progress in aviation made through their efforts. Roe, who was the first Briton to fly in England, built the Avro bombers, Lancasters, Manchester, and others, which did such effective service in the Battle of Britain. Both Roe and Grahame-White in recent correspondence recalled with pleasure their experiences in Boston.
THE HARVARD FLYING CLUB

The Harvard Flying Club, Inc., was founded for and by undergraduates to foster the cause of aviation at Harvard, and to own and operate an airplane for the benefit of its members. Its membership is limited to fifty because of its small capital. Members are selected solely for their interest in aviation, and this is determined by competition. Last year the club was able to buy a plane with the help of a loan from one of its members, F. L. Ames, '28, of North Easton, Mass. The members reconditioned it and flew it all the spring with a system of field managers and flight rules which precluded accidents so far as possible. The season was successful, and no forced landings or mishaps occurred. So much profit was made from flying that it was possible to sell the old plane and buy a new one last fall. The new one was flown on from Wichita, Kan., by August W. Pabst, 3 Law, of Oconomowoc, Wis., and Murry N. Fairbank, '28, of Cold Spring Harbor, L. I. It was entered at the aero show in Boston at the time, and its sleek appearance attracted much attention. Later it was put in operation at the airport and flown until winter.

During the fall a number of new pilots were “checked out” and did their “solo time” in the club ship. Since no instruction is given in the ship, they first were required to “solo” with some other organization. Having made 25 “solo” landings, they were then qualified to use the club ship for this purpose. On completion of their ten hours, “solo,” they then “checked” with one of the club’s transport pilots and were allowed to carry passengers. This procedure has been adhered to this spring as well, and results seem to show that it is a wise policy. At present the club boasts fourteen licensed pilots.
The Harvard Flying Club

The Club Ship.

The Harvard Flying Club, Inc., an organization of Harvard undergraduates, is now nearing the end of a successful season. The club was founded in March, 1925, when Rodney Jackson, '28, himself an enthusiastic pilot, called together all students interested in aeronautics. Thirty men responded, and at a meeting in Sever Hall drew up a constitution and organized as the Harvard Flying Club. It seemed at that time to some members that the name was perhaps a little too optimistic, but it has since turned out that it was not. The purpose of the club as set down in the constitution is to foster an interest in aviation at Harvard, and to own and operate a plane for the benefit of its members. There were at the time of its foundation a number of Naval Res. Jr., '27, of 5, in the club who were anxious to keep their wings up. Since then, all but two of these have dropped out of the club.

During the year and a half following the first meeting, the club set about in various ways to raise funds for a plane. A good many graduates, actively connected with aeronautics, were approached, but as most of them were war-time pilots, they were extremely skeptical as to the possibility of operating a plane within the limited pocket-books of the members. They wished the club luck but were polite in refusing. Next, the Guggenheim Fund was tried. Jackson and W. N. Bump, '28, interviewed Mr. Harry Guggenheim, who gave them encouragement. The matter was brought up at a meeting of the trustees of the Fund; but it was later decided not to lose their wings during the long months from summer to summer. Since then, all but two of these have dropped out of the club.
Airport --- Lindbergh's Flight to Mexico

Harvard's Newest Nest of Young Eagles Ready to Streak the Blue with Crimson

Twenty-six Members of America's First "Flying" College Flying Club and Their Plane at Boston's Airport


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The dissertation submitted by Paul T. Hartman has been read and approved by the following Committee:

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Professor and Chairman of Guidance and Counseling, Loyola

Dr. Rosemary V. Donatelli  
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Associate Professor of Guidance and Counseling, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date: May 12, 1975  
Director's Signature: John Eddy