Literary.
The Class of '99.

Never late. Always on time.
Delaware, Delaware Ninety-Nine.

Our class is a queer mixture
Of everything in view
For we have got the farmers
And a couple of Sheenies too.

And then we've got some preachers' sons.
Some boys who have taught school,
But there's not one among us,
Who could be called a fool.

"Ikie do you know your Latin?"
Is a monotonous cry,
Which is always heard at 12 o'clock
But Ikie says; "Not I."

Who read this Annual.

Purty Girls.

Of all the queer, queer critters,
From dodgers to co'n fritters,
Purty girls are queerest.
But again jes bear in mind,
They can make 'emselves so kind
That then, they prove the dearest.

Whether they may smile or frown,
Help you up or cast you down,
Men will love them for all that.
Sometimes they may be tryin'
And make you feel like cryin'
But who stops to think of that?

E. L. S. '96.
Life.

Life is not more than a fragile bubble Sailing o’er a sea of trouble. And while floating on some tropical sea It may be ta’en away from thee. It may survive the winter’s driving hail, And the cold North winds angry wail. But when you think your ship so staunch and true, It may quickly vanish with you. The heaven-given spark may cling for years, Years full of sorrow, pain and tears. Then it will sail off like the winged seed, Carried far from the parent weed.

E. L. S. ’96.

What Comes to All.

A mortal’s stay on earth hath five stages, Given to churls as well as to sages. Infancy, childhood and youth’s flaming page, Complete manhood and impotent old age.

E. L. S. ’96.

Evanescent Shimmerings.

How sweetly the sun shines in Southern Spain, As it falls on the walk with golden gleam; Bathing the tower built on the Spanish main, With a light not less bright than Heaven’s beam.

When Fancy wafts us on her soaring wings, Over seas and o’er seas spread far and wide, While stern, pitiless Fate bodingly sings, Of the pain and the rain we must abide.

What is finer than Beauty’s golden sheen, As it gleams in the dreams of sweet sixteen; And what is sweeter than Fame’s stirring song, As it waves o’er our graves when dead and gone?

What fires the knight more than his lady’s tears, As he goes down the rows of cavaliers; When he charges under chivalric laws, For great name, for fair fame and earth’s applause?

E. L. S. ’96.

I Love.

I love too, to be loved All loving praise Seems like a crown upon my life to make It better the giving than to raise Still nearer to my own heart you take. I love all good and noble sounds, I heard one speak of you but lately and for days Only to think of it My heart was stirred In tender memory of such generous praise. I love all those who love you All who owe comfort to you And I can find regret for those poorer hearts Who once could love you And can now forget. Will you be jealous? Did you guess before? I love so many things Still you the best Dearest, remember I love you more, Oh more.

A thousand times all the rest. (Found among the scraps.)
The College Man's Life.

Defoe, in all his novels,
Ne'er pictured such a sight
As we presented on the morn,
After a sleepless night.

Each member of our little class
Had lain, and thought of home
And of the many trials
Through which he had to roam.

Late in the silent evening,
A fearful shriek was heard;
In vain, our fellow Freshman,
Pleaded and demurred.

At last he is a Sophomore
And straightway has begun
To thrash the feeble Freshman
And wet him just for fun.

Well! well! who would have thought it;
I don't quite comprehend
How, he, the cruel Sophomore,
A Freshman could befriend.

Ah! let me now explain it,
And I will try to show
How, this, once brutal Soph can
To a noble Junior grow.

Remember, he was smarting
From the treatment he'd received,
When he first soaked the Freshy,
By whom he'd been relieved.

Ever and anon he was
Waiting for a chance
To tease, the harmless underling,
And make him sing and dance.

Can ever such a man or boy,
Do any body good?
Ah! Yes, indeed, I answer,
You're blessed right he could.

Oh! You don't seem to understand,
Your mind is surely dim;
You see he always has opposed
The class next under him.

Let them, therefore, touch a Freshman,
Who on his work has just begun;
You may surely wager money,
That there's going to be some fun.

Last class of all he's now attained,
Now watch and see how straight he walks,
See the lower classmen sneaking
From the region where he stalks.

Even noble Juniors fear him,
And the Sophomores from him shrink,
And the Freshmen hide their faces
When of him, they even think.

Gracious! What a fine young fellow,
That's our son, from college home,
After all his trials and troubles,
And which he has always led.

All the trials, tribulations,
Past, are now as light as air,
And the world bows down before him;
College boy, so bright and fair.

Nothing dares to stand before him;
He is master over all;
We will surely hear more of him,
He will answer well his call.

Naught can man do but respect him,
He who has his duty done,
He upon whose brow are shining
All the laurels he has won.

U may think he is conceited
As he walks with stately tread,
But I tell you you're mistaken,
As he's just about to wed.

As the years go flying onward,
And his family's growing too,
He's thinking of his college
And his boy who's going through.

Little cares he now for trouble,
As his boy stands at the head
Of the class, with which he entered,
And which he has always led.
JOHN M. CLAYTON was at one time a trustee of Delaware College, and was a regular attendant on the meetings of the board.

The writer remembers well his robust figure, white head, black eyebrows, pale face and genial expression of countenance. He was fond of the boys and talked to them in a kindly, affectionate manner. It was a treat to hear him speak, for he always spoke with so much ease and grace. Whenever he made a speech at some place within convenient distance of the college, the students were accustomed to turn out in force and greet him with enthusiasm. On one 22d of February he delivered an address at New Castle and pronounced a beautiful and glowing eulogy upon Washington which stirred his large audience profoundly and elicited unbounded applause from the college boys. For many a day thereafter they repeated some of his eloquent expressions. He was apt in his quotations from the poets and was especially happy in his selections from the great English bard, whose works he seemed to have at his tongue's end on all occasions. When he spoke in Wilmington after the death of General Taylor, whose Secretary of State he had been, he began his touching tribute to the memory of his lamented chief, by a quotation from Macbeth:

"Duncan is in his grave;
After life's fitful fever he sleeps well.

Few men excelled Mr. Clayton in that style of oratory characterized as the suaviter in modo. He soon had his hearers in perfect sympathy with him, and led them along easily; seeming to be as much delighted with them as they were with him.

Delaware does well to be proud of the name and fame of such a man, eminent as he was in the councils of the nation, and excellent in the discharge of his duties as a citizen.
One of the Early Presidents.

THE Rev. E. W. Gilbert, D. D., who had the honor of being president of Delaware College twice, was physically small, but intellectually great.

He was a close reasoner and forcible speaker. He made as clear as light every subject he handled. Notwithstanding his slight figure and cracked voice, he had no difficulty in holding the attention of his audience, no matter what was the subject of his discourse. He had profound convictions on all moral questions, expressed his views with unflinching courage, and would not submit to any compromise. The impression he made upon the students under him was that of an upright, able and fearless officer. Even those whose misconduct subjected them to his censure, respected him. He was deeply read in all philosophical subjects, and his learning was so thoroughly digested and assimilated that he could command it at a moment's notice.

On the subject of education, he was a firm believer in the old classical course of study, and his pressure in that direction was constantly felt by all who came in contact with him. The proper relation to be sustained by a board of trustees to its college faculty he has set forth in a communication made by him to the trustees of Delaware College on his election to the presidency of the institution, and the acceptance and approval of that communication was of incalculable benefit to the college. It brought cosmos out of chaos. If he had done nothing else for Delaware College than to prepare and submit that paper he would be entitled to lasting gratitude.

Co-Education at Delaware College.

It is a striking coincidence that co-education was abolished at Delaware College the very same year that the only woman's college ever established in the state was obliged to suspend operations. The Wesleyan Female College grew out of a seminary which was established in Wilmington in 1837. It was chartered to confer college degrees in 1855, and was fairly successful for many years. At one time it had enrolled 257 students, but, about 1874, it began to suffer a loss of patronage, and, after various vicissitudes, it was obliged to close its doors in 1885. Co-education was adopted at Delaware College in 1872, and, after a successful career of thirteen years, was abolished in 1885 by a vote of 13 to 8, ten of the trustees being absent from the meeting. Thus, by thirteen votes of the board of trustees, consisting in all of thirty-one members, Delaware refused to do anything more for the
higher education of her women. At the very time when the world was beginning to realize that the advancement of civilization depends more upon the education and culture of women than of men; when the oldest and most conservative colleges, one after another, were throwing down the barriers and admitting women to equal privileges with the men, Delaware, though anxious for more students, deliberately took a step backward toward mediæval monasticism. This is now the only state in the Union where a woman cannot obtain a college education.

In connection with the history of co-education at Delaware College, there are three well-attested facts:

1. The number of young men attending the college was greater than ever before during the same length of time.

2. They were never more studious and orderly than during the period of co-education.

3. In the distribution of honors, the young ladies, by superior scholarship, carried off more than their proportionate share.

I have watched the career of a number of colleges after adopting co-education, and in every instance the number of students has steadily increased under the new conditions, possibly not on account of co-education, but at least in spite of it. The chief friction usually comes from the propensity of women students to carry off the honors, but the trouble from this source is only temporary and is bound to pass away in a few years, as the men become accustomed to the altered circumstances. There is no more reason why friction should occur in college on this account than in the high-school or academy, where they recite together.

The second fact stated above deserves very careful consideration in every discussion of this question, for it is one which the opponents of co-education are inclined to ignore. There is always a class of students who do their level best under any and all circumstances, and the more we have of these the better. There is another class, fortunately very small at Delaware College, who shirk every duty, who violate with pleasure every rule, and who have not a single spark of noble ambition latent in their bosoms. Such students are not wanted here. There is also a class between these two extremes, to whom study is rather irksome, whose souls do not steadily burn with a desire for knowledge and future achievement. These are likely to be influenced by the second class more than by the first. They have pride enough if it can only be reached. We want to stimulate such students to their highest endeavor by every possible means. The presence of women in the class will often have a very wholesome influence on such students in arousing their latent energies and inciting them to do the very best work they are capable of.

Delaware College claims to be the crown of the public school system of the state; but is it, when it refuses to admit the great majority of the graduates of the high-schools on account of sex? The opponents of co-education may not be aware of the great preponderance of girls in the graduating classes of our high-schools. Last year the graduating class of the high-school at Wilming-
ton contained 62 girls and 27 boys; at Newark, 8 girls and 4 boys; at Middletown, 4 girls and 2 boys; at Smyrna, 10 girls and 4 boys; at Dover, 11 girls and 1 boy; at Georgetown, 10 girls and 2 boys; at Lewes, 5 girls and 1 boy; a total of 110 girls to 41 boys. I am not able to get the statistics in regard to the other high-schools of the state, but they would probably show about the same proportion. Unfortunately, the majority of our boys enter business careers either before or immediately after graduating from the high-school, and only a comparatively small number of them care to get a higher education, while the girls, many of whom would be glad of the chance to secure a college education, are deprived of the opportunity. For the great majority of the students of the state, therefore, the crown of the public school system is the Delaware high-school.

The argument is sometimes advanced that the association of both sexes in the same school leads to premature attachments, and consequent neglect of studies, but the evidence of history proves quite the contrary. That charming writer, Elizabeth Stuart Phelps, daughter of Prof. Phelps, of Andover Theological Seminary, thus relates the results of her observations on this subject in the old scholastic town of Andover:

"A large academy for boys, and a flourishing seminary for young men, set across the village streets from two lively girls' schools, gave to one observer of this little scholastic world her first argument for co-education. I am confident that if the boys who serenaded (right manfully) under the windows of Abbott Academy or of "The Nunnery," or who tied their lady's colors to the bouquets that they tossed on balconies of professor's houses, had been put, class to class, in competition with us, they would have wasted less time upon us; and I could not deny that if the girls who cut little holes in their fans, through which one could look, undetected and unreproved, at one's favorite academy boy on some public occasion, had been preparing to meet or pass that boy at Euclid or Xenophon next morning, he would have occupied less of their fancy. Intellectual competition is simpler, severer and more wholesome than the unmitigated social plane; and a mingling of the two may be found to produce the happiest results."

We want no weightier argument for co-education than this, nor from any more authoritative source. The question of the age of admission is one worthy of consideration. We have recently advanced the age of admission from fourteen to sixteen years. The age of admission for women ought to be a year or two higher. Let it be not less than seventeen, that we may have, not immature girls, but women.

Another argument that has been advanced against co-education at Delaware College is the additional expense. The additional cost would be only a trifle in comparison with the present expenses of running the institution, while the rich benefits derived by the state in giving its daughters the same intellectual opportunities as its sons would be a manifold compensation for all it would cost; the halls of Old Delaware would be thronged with many new students, and the presence of women in the class-rooms would incite many to a higher grade of work.
Co-Education at Delaware College.

WITHIN the territorial limits of the State of Delaware there is but one institution devoted to the dissemination of higher education. This institution—namely, Delaware College—is supported by public funds, and admits as students, tuition free, all male residents of the state who are properly qualified.

The college records show, among those who have been enrolled as students, the names of many whose influence in business and political circles has extended beyond the borders of the state, and whose mental attainments have been recognized at the National Capital.

It will thus be seen that Delaware College has a creditable array of alumni, and a glance into its halls today will reveal the fact that it is extending its influence for a higher intellectual development among an increasing number of the young men of the state.

This is all as it should be and is therefore right and well; it is not right, however, but a burning injustice and wrong that the doors of this public educational institution are closed to the aspiring young women of the state, simply because they are women. On what ground, for we have a right to know, are they excluded?

Are we, as a people, so filtered with prejudice that we cannot free ourselves from semi-barbarous opinion that woman, being an inferior creature, is not entitled to the same consideration and advantage as man? If this be not the reason that the legends, "Let none but males presume to enter here" is found over the doors of this institution, then what is the reason. Let us look carefully into the matter of co-education of Delaware College, and see if there is a reasonable excuse for the present position of the college relative thereto.

In the first place then it is urged that a long continuous line of precedents show us that women have not been admitted to the colleges of men in the past; and that therefore such a thing would be an innovation. To this it may be replied that while it is true that there may be found precedents of this kind, still it is also true that there are plenty of precedents for any old fogy notion; but we live in an age of advancing civilization where we are not bound by customs that have nothing in their favor except that they are mossgrown with age.

Again it is said that the different needs of men and women require that different courses of instruction be used for each sex. This is true only to a very limited extent. The principal aim of an education is not so much the number of facts glanced from years of memorising, as it is the cultivation of the faculties, and the development of a trained intellect; and the same means may be used for the accomplishment of this object in men and women indiscriminately.

The opponents of co-education also say that the strain of competition with the stronger intellect of the men would prove too heavy for the poor women, so we must not allow them to injure themselves in this way. How considerate they are! But unfortunately for that
argument its strength has already been tested and "found wanting," in the institutions where coeducation now exists, and where the girls have shown themselves fully able to compete with their brothers without any serious inconvenience, and indeed in many cases to carry off more than their proportion of the laurels.

The argument against co-education seems to carry the most weight is that the intimate association of the young men and women of college age is attended with grave danger of a moral nature, and that it also serves to attract to each other the attention that should be given their studies. Now while this is to some extent true, still it is very doubtful if the exclusion of either from the society of the other is wiser or more desirable, as it tends to engendering of false, morbid, and romantic ideas to which the school age is peculiarly susceptible, and which proper association would prevent or eliminate. It is not the hothouse culture that produces the most useful plant, but it is the sapling that has been judiciously exposed to the sun and wind and rain that grows into the sturdy oak; so it is not by excluding the boys and girls from all temptation that strong men and women are produced, but it is the careful oversight, while they are exposed to the ordinary temptations of life that will develop the healthy moral tone that is so desirable in our citizenship.

Further than this it has been the experience of many schools that the presence of both sexes serves as a healthy stimulus in their studies, and also is of noticeable assistance in the school discipline. Delaware College herself can bear testimony to this. The following is taken from the History of Education in Delaware, by Prof. Lyman P. Powell: Co-education was adopted at Delaware College in June 1872, two years after the reorganization; and after a successful career of thirteen years was abolished, June 24, 1885 by a vote of 13 to 8; 10 of the trustees being absent from the meeting. During this time 81 young ladies were matriculated and 37 were graduated.

"In the distribution of honors the young ladies by superior scholarship carried off more than their proportionate share. This department was exemplary. The young men of the college were never more studious and orderly than during the period of co-education. Moreover, their number was greater than ever before during the same length of time."

Now, if our state is not to fall lamentably behind the advance of civilization, we must provide for the higher education of the young women of the state, and where can this be done better or more economically than at Delaware College? The capacity of the college is not taxed. It is capable of meeting the intellectual demands of double the present number of students. The people should insist that the public funds, which are here expended for the purpose of producing a more enlightened citizenship, shall be expended for the benefit of the greatest number, so that the state may secure the fullest possible return for its money.

In conclusion, since the advance of civilization advocates it, public policy and economy require it, justice and right demand it, and the young women of the state add their appeal; let us by all means throw open the doors of this honorable institution and welcome back co-education to Delaware College.
THE general education of life from the cradle to the grave is essentially co-educational. The parental care surrounding the beginning of life is almost, or altogether, uninfluenced by the thought of the sex of the young child. For months, and in some cases for several years, the food, clothing and general care given the child involve little or no thought of sex. And the thought of sex is so far overlooked in the school programmes of our public and high schools, that it is rare to find any recognition whatever for it. Boys and girls up to about sixteen years of age study exactly the same subjects, sit in the same rooms, recite side by side in the same classes, meet and chat before the school door, and in the school halls and very generally play in the same yards. And all this has had the sanction, or at least the sufferance of our ancestors for long years in the past.

At about the age of sixteen, however, this co-education ceases, and the girls are refused admission in the State of Delaware to the College to which the boys go at that age. The girls are to go right on living with men as daughters, sisters and a little later, perhaps, as wives and mothers in the same houses, in the same rooms, at the same tables; and socially they may spend with men, in these relations, or as their friends or lovers any hour of the day; and yet, when engaged in strengthening and storing their minds they are refused admission to the place where the young men, their relatives, friends and former school companions are being educated.

Thousand of dollars are spent from year to year in equipping and maintaining in our state a college for men; and to that college at present no young woman may be admitted, it matters not how vigorous in health, how fully prepared, how strong in memory, how clear in mind, how thirsty for knowledge, how needy of further mental training for the struggle of life, where her talents and taste would naturally take her.

To her sisters in other states, the doors of the state colleges generally stand open wide; a hearty welcome is given them; able men and women are these to break the seals of history for her, to teach her of nature of art, of literature, and so, by enriching her thought and refining her taste, by broadening and deepening her view of life to enable her to bring a clearer and richer intelligence and a more charming personality to her home of the future. Not only the state colleges generally, but the leading institutions of this country and Europe have, in the main, either entirely or in part, taken down the bars against woman. A worthier idea of the dignity and destiny of woman has touched Harvard, Hopkins, Columbia, Cornell, Chicago, the University of Paris and many of those of Germany, and now the intellectual bread of life is being given by the professors of these institutions to the long hungering and thirsting sex. In view of the
general history of the co-education of young men and young women in other states where the success of the movement is at once so complete and so charming, the valid objection to co-education in Delaware, aside from its cost in dollars and cents would be that the young men or young women, or both, of Delaware are not on so high a moral plain of living as are those of other states.

After considerable conversation about the question of co-education with Delawareans in different parts of the state, I have yet to find the first Delawarean who thinks so poorly of our young people.

Time was when there were far more valid objections to educating the young women in the colleges for young men than at present. The mental food given to young men consisting almost exclusively of Greek, Latin and mathematics, was little suited to the masculine intellect, and even less to the female mind.

Thanks to the more general sharing of the people at large in the highest educational privileges and attainments, the old education, so aristocratic and so largely useless, has given place to an education of life and utility. The material world presses for recognition; social problems will not down; the reign of mind and taste over matter and brute force are apparent; and colleges have made way for things that breathe and move—biology, the living languages, the mechanical arts, etc., etc. But for the cost, the state of Delaware should write over its college what a man of educational faith and generosity wrote over the institution he founded; “I would found an institution where any person can find instruction in any study.” Many a young women whose life has been made richer and worthier at that institution has brought a loving tribute of gratitude to its founder.

In education, as in other phases of life, there are a few things that the masculine mind may want, yet female intellect does not need. A young man may want, or think he wants, a gun—a young woman is usually content to let guns alone. A young man in college may need to study certain phrases of mathematics, electricity, the construction of roads and bridges, etc. A young woman may let all these alone, and yet find enough, and more than enough, in college studies to try all her powers and train her for the worthiest spheres in life. The fact is, there is little more sex in intellectual food than in food of the table.

Just as bread, and meat, and vegetables, and water are good alike for the stomachs of men and women, so the intellectual food offered by a college worthy of the name is good for the minds of men and women alike. It would be just as sensible to have separate tables in our homes for men and women, as it is to have separate intellectual tables (colleges) for our young men and our young women. The attempt to put sex in the study of language and literature, and botany, and chemistry, and in fact into scarcely any of the subjects taught in a modern college, is about as sensible as to put sex into the subject of religion; or to study history from the so-called Christian stand-point; or to suppose there is a worthier science, called Christian science.

Singularly enough, without seeming to know it, we
have had the co-education of young men and young women going on in our churches, and especially in our Sunday-schools, during the whole century. The sanctions of religion are apparently supposed to make holy the associations of the young men and maidens who go to church together to learn and worship. But in the Sunday-schools, the young men and women sit often side by side, sing or read from the same book, discuss freely and fully the great questions of life, including the intricate and many-sided questions of human as well as divine love, and yet who protests? who is harmed? who would have it otherwise? What wise superintendent does not give the classes of young men over to the teaching of young women, sure the seats will be filled, the smell of tobacco will decrease, or entirely disappear; that boorishness will give place to politeness; in short, that the boy will give place to the man, and at the same time the girlish teacher shall develop that ever-enduring womanhood that leadeth us onward.

"What has been going on, and is still going on, and is likely to continue throughout the length and breadth of our little state in our churches and Sunday-schools (viz: the education of our young men and young women under identical circumstances and with the favoring influence of their mutual interest and reciprocal rivalry) ought to be going on in our highest educational institution. If our ideal woman is not a companion to man in the fullest sense of the word, but rather his cook, his housekeeper, what you will—only not a real companion, then keep the doors of our highest educational institution closed to her.

But if she is to be such a companion as shall take an intelligent interest in all that touches his life; if she is to fill well the important place to which modern life calls her; if she is to grace the parlor, and be at home in the library, as well as direct the kitchen; if she is to give her children that endowment of intellectual refinement and enthusiasm, and that early intellectual awakening which must come in the main from the mother, then we must unite and urge her to the fullest training we can give her. How many children of great men have bitterly disappointed the hopes of their fathers largely because the wife and mother was unable to contribute her full share to the natural endowment, and especially to that vigorous training and uplift in tender years which she alone could have given!

Let the future mothers, out of the larger resources of a highly trained and cultured mind, pour the wealth of their being into the tender years of their children, and continue their advisers and friends, and Delaware shall soon take a high educational rank among her sister states of the republic.

It was once supposed that the education of the mind of necessity weakened the body. Our colleges are now athlete producers; and even the women are found to be strengthened in body by the regular life, the gymnasium exercise, the excursions for the study of botany, geology, etc. of a college course.

The one objection to the highest education of woman that does not vanish before the light, is its cost. To make the highest education possible to the women of...
Delaware will cost several thousands of dollars yearly. Since, however, the corps of teachers, and the general plant will not have to be duplicated, but simply somewhat enlarged when co-education is reinstated in our college, the additional expense may not be so great as is generally supposed. If we may assume that the woman who will come for higher education, shall bring as fine a sense of the proprieties of life, and as great a willingness and firm a purpose to observe them as do the young woman who act as private secretaries, etc., in our town, the college authorities need feel under no obligation to provide apartments or board, or watchers for them. The State of Michigan (as also other states do) makes no provision for these things for the hundreds of its daughters, that, just as its sons, crowd to its highest educational institutions. The young women find their homes in the homes in the town; and Newark's homes could, and, I do, not doubt, would, offer no less hearty and appreciated reception to the daughters of Delaware. But even with these items of expense rendered unnecessary, co-education will cost. Can we believe, however, that if the people of Delaware realize the importance of the cause, they will fail to bring it every needed offering? Every man, woman and child in the state should feel that the opening of the highest educational privileges to our women should be made a matter of the greatest interest to the home, the community, and to the whole state.

After a personal experience of nine years in three colleges where young men and young women were educated together, I can say I never knew a young woman to be disciplined or need to be disciplined at college. I neither knew during that time, nor during the two years of my own college course spent at a co-educational institution, of any charge of serious unpropriety made against any college woman, and I have known, of fewer cases of injury from among college woman than among college men. My observation corroborates the almost universal testimony, that college women, as a class, stand higher in their work, even in the supposed several studies, as mathematics and logic, than the men. The influence of college women in the lecture room, and in fact everywhere, so far as my observation has gone, has invariably been helpful. My admiration for woman could not be what it is had I not, first as student and later as instructor, seen her stand in the light of the lecture, recitation and examination rooms as well as amid the rivalries of college class meetings in the delightful freedom and intimacy of college society, and in the serious hours of college worship and even sorrow. Taken as a class there are no more womanly or charming women than college women.

We need women at our college—they need what our college can offer them. And if our doors were open to them they would come to us. There is no other institution of equally high grade in the state to which they may go. From one end of our state to the other there are about four young women for each young man in the classes now preparing for college, that is, doing the work that will fit them for college. If allowed to come, these young women would bring their young womanly enthusiasm to quicken the pulse of our old college mother.
If every trustee, instructor, alumnus, alumna, and every friend of the college will give serious thought to the subject of the higher education of woman in Delaware, and become the centre of influence and energy in realizing the best thought on this subject, the years the months even—may be few before the bars may be taken down and our young women admitted to equal privileges with young men in our state college.

Co-Education.

The most shameful of all the shameful deeds that are being perpetrated by the men of Delaware today is the making of the educational discriminations of our sex.

History has proven that as a people advanced in morality, civilization and in the knowledge of a Christ, so they recognize the equality of man and woman.

Parallel with the development of religious freedom is the decay of intellectual distinction between husband and wife.

Can it be that Delaware is but on the outskirts of the forest of barbarism? Is it true that the Aurora of pure civilization and Christianity is hidden from us by a cloud of conceit, and that we are enjoying only a few of that Aurora’s celestial rays? Men of Delaware, we have just reason to be proud of our birth. We are proud, but has our pride blinded us with the foul dust of conceit? Let us pause a moment and harken to the wise words of the Apostle, when he said: “Be not wise in your own conceit.” We think we are educating our boys and girls as well as any other state in the union? Are we thinking rightly? We have not one word to say against the educational advantages of our boys, but we can not but look at ourselves with shame and contempt, when we know that out of three hundred pupils who graduated from our high schools last year nearly seventy per cent. were girls, who, by the narrow-sightedness of our law makers, are compelled to remain at home and frit away the best of their lives in showy dress, while the thirty per cent., or the boys, have thrown open to them the doors of a first-class college, where they can practically get a free college course at the government’s expense. Is this right? Is it fair? Is it honest? Is it civil?

To us, the education of our girls is the gravest question that we as Delawareans of to-day, have to consider, for upon the decisions of this question depends our place of honor among the states. We are continually howling about political corruption; if we would educate our girls who
are to be the mothers of the coming generations, it would do much toward banishing from our borders all financial, ambitious, political wretches.

Is there doubt as to the truthfulness of the above assertion? Let us for a moment examine it. We will all agree that an ignorant mother can not help surrounding her children in their earliest years with ignorance, prejudice and moral weakness; that she wastes, on account of the lack of intellectual development, the sacred bonds of love and reverence that make youthful impressions indelible; that natural instincts may secure a certain amount of physical and perhaps a slight foundation for a moral education for her children, but they are insufficient to make a mother; that individual virtue must be inculcated by individual influence, and that that individual influence must be exerted by the mother, and not by clubs, societies or associations; that a woman's uneducated feelings and instincts do not fit her for domestic life, but indeed do little more than endow her with mere animal love for her husband and children; that an ignorant mother can neither make fit companions or advisers for their husbands, nor guides and examples for their children; that a thoroughly uncultivated woman may be, if affectionate, a pleasant toy; she may be sharer of her husband's more insignificant joys and cares, but she can never be his most valued companion, or his most trusted friend; that legislatures and economists will try in vain to convince man of truths, till the moral and intellectual influence of the mother teaches him to wish and strive to act upon these truths, and the sum of all we have said is: That man is but what woman makes him, hence, in order that man may be man, woman must be educated.

If the above assertions are true (as we firmly believe them to be) ought not we, in all our pride, feel full of meanness when we reflect upon the conditions of our young women; when we take into consideration the thousands of dollars of our state funds that are being triflingly spent, when we recognize the fact that Delaware College receives annually about $40,000 of government money for the education of our youth, and only boys are admitted to the class rooms of the college, and when facts compel us to know that there is not one cent of the public money donated for the higher education of Delaware's young women. No other state cares so little for her girls. Are not these facts alarming? Can we expect refined, cultured men to be the offspring of uncultured, ignorant women? What are we to do in order to rightfully hold our high place of esteem among the sisterhood of states?

In the midst of our intermingling hope and anxiety, we, the Junior Class of Delaware College, with all the ardor, zeal and determination that our young hearts possess, call upon our faculty, our trustees, our alumnae, the various Woman's Century Clubs throughout the state and all other individuals and societies who are interested in the future manhood of Delaware, to join us in our earnest appeal for the equal education of our boys and girls, which apparently can only be accomplished by adopting co-education at Delaware College.
Freshman's First Letter.

DELAWARE COLLEGE,
NEWARK, DELAWARE,
September 11, 1897.

My Dearest Pa and Ma:

Well, Ma, after you left, I fixed up and the boys came in to see me. I am liking it first class. I hope you will be proud of your boy some day.

Please send me a check. Good bye.

Your affectionate son,
G______

Freshman's Second Letter.

DELAWARE COLLEGE,
NEWARK, DELAWARE,
September 11, 1897.

My Onliest Own:

For the first time in my life I am privileged to write to my little girl. It seems so strange, to have to write to you, yet 'tis so sweet.

I have been at the college less than twenty-four hours, yet how long it seems! Will my entire stay here be proportionally as long?

Is it possible that I am to be separated from you by three months intervals for four years? I see no other hope. But our temporary separation will only cause us to appreciate each other's company and love more when we do meet. Since we are parted you will allow me to call you "My onliest own," now, won't you?

You can form but a false idea of my love for you. I have placed your picture on my desk, where I can see it all the time. Excepting you, I think it by far the sweetest thing I have ever seen. Oft times in my life I have seen boys take their girl's picture, press them to their hearts and kiss them. How silly this seemed to me! Yet to-night I could not refrain from doing the same thing. It does not seem so foolish as it used to. When I see in your picture those deep, fathomless blue eyes, that well-formed mouth, that prominent nose and that broad, intelligent forehead, my whole soul is stirred, for I see all that is destined to make me happy, and if I miss you, my all, I am doomed to a reckless grave.

But, dearest, why should I so speak? I doubt not sincerity; you are a grand, good girl. In my imagination I see in you all that is good, all that is true, all that is sincere, all that is noble. What more could I see? The imaginative view of heaven loses its splendor, its charms and its fascination when I, in my mid day dreams, see you.
Now, Love, the time has come for me to bring this piece of scribbling to a close. Write me nice, long sweet letters; I will look only too anxiously for them. You will not disappoint me, will you? Write as often as you think best. Each day that brings me a letter from my own little girl will be a good day. I had rather we not have certain days to write, for then our writing would become a duty, a task, and not a privilege, a pleasure.

Hail! to the year of nineteen hundred,
When from Delaware's massive halls,
A gallant class shall then go forth
To battle the world and its calls.

Sophomores now, but two years hence,
When the place of Seniors were hold,
The world can read from our motto,
That "wisdom is better than gold."

Two years in haste have sped by—
Their recollections we shall ever retain;
Two years more we must struggle and toil,
Before the crowned summit we gain.

In numbers we are just eighteen,
All zealous and eager for knowledge,
But a happier, jollier or noisier class
Never entered old Delaware College.

Write soon to your own little college boy.
I feel confident of success at college with such an incentive as my dear little correspondent.
With a most affectionate good-bye and a kiss,
I am, yes, truly,
Your devoted lover,

'00 Poem.

Brave, young and noble knights are we,
Just now in the prime of life;
Courage and valor we must acquire,
In order to battle the strife.

The class-room presents us its trials,
'Twill be the same in after years,
When memory recalls our college days,
And the future is dimmed by our fears.

In mathematics we take great pride,
German and French we read all through,
While chemistry we all have mastered,
With the aid of an explosion or two.

In athletics, all honor to us,
We are the champions now,
The other classes one and all,
Must to our greatness bow.
Our class contains a great orator—
A boy of very great size—
And although he came from Sussex,
He very easily won the prize.

Now placing all our glory aside,
And as over the roll I pass,
The names that we here find written
Are an honor to any class.

Now, in conclusion, I can justly say,
That we all shall ever be true;
To that grand old college, “Delaware,”
From which floats the gold and blue.

Class Poem.

Naughty-naught, naughty-naught,
Not a cheer have we sought;
Two times nine lusty throats swell the chorus
We are Delaware boys,
So let’s each make a noise,
As loud as was ere made before us.

Two years gone, two years gone,
As the time rolls along,
And much have we lost by our folly,
But whatever is lost,
When by the world we are tossed,
We'll find that it pays to be jolly.

Of course I can’t mention each one,
And tell of his power and fame,
But I hope that in future years,
Each one shall be an honored name.

When at last that goal is won,
May the future hold in store
Many pleasant days for one and all,
Like those which have gone before.

Two years more, two years more,
Await us in store,
It is sure that the time will seem long;
Although long it may seem,
Let it not be in dream
Of the world and its own meddling throng.

Chemistry, chemistry,
Were we like unto thee!
For your symbols, several thousand or more,
Take our brains on a flight,
And our dreams every night,
Are of “tons” of H₂SO₄,
Recitations, recitations.
Surpass expectations;
In trig. French, German, mechanics and Greek,
Good marks we always earn,
At the end of each term,
And truly that's just what we seek.

In our drill, in our drill,
We are all very still;
The captain, with his commands strict and true,
Sometimes, just for fun,
Finds some rust in our gun,
But such cases, I assure you, are few.

Every night, every night,
We are always (?) in sight
Of the Professor who comes round to our room;
Sometimes, it is queer,
His knocks we can't hear,
But of course we must retire (?) soon.

Del-a-ware, Del-a-ware,
With thy pennant so fair,
'Tis that time-honored old gold and blue,
Which makes us all glad,
When otherwise sad,
And as her sons we shall ever be true.
The Faculty.

In speaking of our faculty,
I'll give you, as a starter,
The name of our new president—
'Tis Dr. George A. Harter.
He is a man, we all confess,
Who surely knows his duty;
He teaches us our Physics well,
And tells us of its beauty.

Another name as yet I see—
'Tis Dr. H. K. Eves;
He studied each disease of beasts,
And tries to save their lives.
There's Charles J. Hibberd also,
Instructor in the shop;
He watches all the boys at work,
And marks them way up top.

The next in line is Dr. Wolf,
Vice-President you must know;
He is the man who taught us
To spell water H₂O.
And when we go into his class
And see the things he does do,
It makes us wonder, what on earth
This world is coming to.

Among the names yet on our file,
William Bishop now we see.
He is the man who talks to us
Of bugs, and birds, and bees.
He's also our librarian,
Who deals to us our books,
And makes us all keep silence
Just by his very looks.

Another name as yet I see—
'Tis Dr. H. E. Eves;
He studied each disease of beasts,
And tries to save their lives.
There's Charles J. Hibberd also,
Instructor in the shop;
He watches all the boys at work,
And marks them way up top.

There's several more to come up yet;
The first is William Pratt,
Who went up to Alaska
To see where it was at.
And coming back, reported,
That as far as he could see,
A railroad to that country would
Of great advantage be.

Now, as we look upon our list,
The next name that we spy
Is Edward N. Vallandigham,
One of our own alumni.
He teaches us our History,
And English Composition;
And, after class, walks several miles
To keep in good condition.
VIII.
And still we see another one—
'Tis that of "Doctor Manning;"
He is the man who fills us full
Of French and German Grammar.
He taffies us on doing well—
"The smartest class alive!"
And we congratulate ourselves
If we get 55.

IX.
Professor Conover comes next
Upon our books, we see;
He talks to us of Latin words,
And how they all agree.
He tells us of the ancient Greeks,
And of the war they fought,
Just because sweet Helen was
By wily Paris caught.

X.
There is a name I ne'er forgot,
For his pardon now I pray—
Lieutenant Walter Gordon,
Of the 18th, U. S. A.
He is the one to whom we owe
The thanks for our new suits,
And for the three new bugles
With which we toot the toots.

XI.
In Elocution we have now
A man we all know well,
Who used to be our president—
'Tis William H. Purnell.
He tells us how he wishes us
To stand and make a speech;
And at the end of every term
Gives 95 to each.

XII.
There's one I have not spoken of—
The smartest man alive;
He finished at Old Delaware
In Eighteen Ninety-Five.
He spent one year at "Pennsy,"
Came back; and we confess
In electrical engineering
He makes a very good "Profess."
Junior Roll Call.

A's for "Aurora," our first effort you know,
You can have one of these when you hand out your dough.

B's for Joe Brown, known as "Fiddler Joe,"
He's the one in our class who best handles the bow.

C is for Chipman, the man who took sick,
To get into our class for he knew we were slick.

D's for Du Hadway, his girl's age thirteen,
He sees her each evening that he visits Christeen.

E is for Eddie who was ne'er known to holler,
But that is because of his four-inch high collar.

F's for the flunks of which there are few,
But fewer's the number that have passed them off too.

G's for Pea Green, a curious young gent,
Who cannot play football his legs are so bent.

H is for Harley he's the "Big Goat" you know,
He started this season some whiskers to grow.

I is for "Ikey" a queer little jew,
Who supplies all our matches and strings for the shoe.

J is for Johnson, our editor-in-chief,
The way his work's done affords us relief.

K's for the knowledge we get from our books,
You can easily see we are wise by our looks.

L is for Lewis, his other name's Eddie,
In honor of his hair he's always called "Reddie."

M is for Marshall, our artist you must know,
Who with pen and pencil was ne'er very slow.

N is for "Nanny," our "goat" number two,
Who'll feed on a show bill, gum coat or a shoe.

O's for occasions that come in our way,
And help us the cash for "Aurora" to pay.

P's for the pies, we have after dinner,
But the cook's bread pudding is surely a winner.

Q's for the quarters, the halves and full pages,
Merchants use these to help raise their wages.

R's for Dick Reed, our wonderful short stop,
Who's never been known a good ball to let drop.

S is for Stewart, a stately young fellow,
Whose hair is not all red but part is yellow.

T's for the tricks that we play while at school,
For when we leave here we'll have no time to fool.

U my dear readers, both the young and the old,
I thank you sincerely for your silver and gold.

V's for the vacations from two weeks to four,
The faculty gives when they can give us no more.

W's for the workers, we're ten times two,
This Junior class that put "Aurora" through.

X is for the 'xplodions, in the chemistry class,
That raise a big racket and smash all the glass.

Y not send your boys now to "Old Delaware,"
Mathematics and chemistry, both are taught there.

Ze French and der German, Italian and Spanish,
Help each one of us his home sickness to banish.

& now our dear friends who have read through these lines,
And helped on this work of old ninety-nines.

We thank you each one as surely we ought,
And hope that this next year you'll help naughty-naught.
A Hot Time On Klondyke To-night.

As composed by Virgil Moore and sung as the "Alki" sailed from Seattle, August 3, 1897.

When we sailed on the good old ship "Alki,"
Our best girl stood on the bank, with a tear-drop in her eye.
When we come back she'll wear diamonds every day—
There'll be a hot time in our town to-night.

We're going north to get that good old gold;
While we dig that yellow stuff, we'll never feel the cold.
When we make our hundred dollars a day—
There'll be a hot time on Klondyke to-night.

Now good-bye girls, and don't you shed a tear;
We'll come back and marry you in one short, happy year,
Then we'll take a European tour—
There'll be a hot time in Paris that night.

When we walk across that Chilcoot trail,
Hanging on with might and main to a bucking bronco's tail,
When we wish that we were safe at home—
And the Devil take the Klondyke that night.

Taken from Prof. Pratt's lecture "A Trip to the Interior of Alaska."

One Side.

There were three Freshies young and strong,
Three Freshies both bold and sly,
And they had sworn a solemn oath,
That "Naughty-naught" must die.

They took some paint and with a brush
Put "'01" bold and white,
Upon the college cupola,
And then yelled with delight.

Their hearts were fixed on some revenge,
Just what, they did not know,
So they talked the matter o'er and o'er
For several hours or so.

The Sophs must now give way to us,
They cried with joyful glee,
Their class contains no single boy,
Who will so risky be.

At last they agreed upon this plan:
We must surely show the people,
That "'01" rules the college,
So we'll paint it on the steeple.

No Soph will dare to climb up there,
And then the town can see,
That "'01" leads the classes,
An honor, indeed, will it be.
The letters appeared artistic,  
And could be seen on every side,  
Because "Ted" had held the ladder,  
And "Mag" the brush applied.

The Sophs next day were raving mad,  
Very little did they say,  
But quietly said to one another,  
Where there's a will there's a way.

Then "Rab" put on his thinking cap,  
And devised a plan so neat,  
That all the boys agreed with him  
That it was hard to beat.

About one o'clock on Friday night,  
Three Sophs, just to a man,  
Did slowly climb the fire-escape  
To carry out their plan.

In shorter time than I can tell,  
"'oi" appeared as "never,"  
And painted just above this  
Was "Naughty-naught" forever.

There is a class in old D.C.,  
Who are very wise, as you can see,—  
In everything but noise they're left,  
Even in the making of a jest.

Of course we term them very wise,  
Though they are only Sophs in disguise;  
They came a year ahead of us,  
And now they make an awful fuss.

With all their wisdom they couldn't see  
Anything higher than the campus trees,  
Until some Freshmen, one fair eve,  
Painted our number ('oi) to the breeze.

Next morning along comes Mr. Soph,  
My! how his eyes began to pop,  
Because on the cupola he could see  
"'oi" accompanied by old "D.C."

How the news began to flash,  
Let's have a meeting of the class;  
To think that we, so full of knowledge,  
Should undergo such awful folly.

As time went on, so did they,  
But not along in their usual way,  
Because for the first time this year,  
They for suggestions turned an ear.
In the course of seven weeks or more,
They finally reached the cupola door,
And with their wisdom carefully wrought:
"D. C., Cuba" and "('oo) Naughty-naught."

My! how they did walk about,
To think "'oo" had been rubbed out;
To know how easily they had scanned,
The work the Freshies carefully planned.

Not very long could we see
"'oo" on the cupola of old D. C.
Where they went you shall know,
And just how the Freshmen made them go.

Next day some Freshies with brush and paint
Quickly removed the awful taint,
Not with a dozen in the dark hour of night,
But before the Sophs' eyes, in broad daylight,

And now the cupola doth bear
"'oi," which it can proudly wear;
And the Sophomores as a class agree,
That "'oi" is the best in old D. C.
Athletic Association.

Edmund S. Hellings .................................................. President
Joseph Brewster ........................................................ Vice-President
Henry W. Reybold ...................................................... Secretary
F. Olin MacSorley ...................................................... Financial Secretary
C. M. Curtis ........................................................... Treasurer
Waldo Wilson .......................................................... Foot Ball Manager
George Vickers ......................................................... Base Ball Manager
Everett C. Johnson .................................................... Tennis Manager
Ebe Walter .............................................................. Gymnasium Manager
FOOTBALL has been for years the principal outdoor sport at Delaware College. The student body takes a lively interest in the game. Until four years ago we did not have a purely college team. We played college teams that had players who were not college students, and we played athletic clubs. Since then a change has been made in football. We now play colleges whose players are college students and our players are college students. We have stopped playing football with athletic clubs.

The change at first weakened our team, but we are gradually recovering lost strength. The team of last season was better than the team of the preceding year, and we expect next year a further improvement. The team of '97 was undoubtedly with the students the most popular that we have ever had.

We opened the football season of '97 with three vacant positions to be filled—centre, quarter-back and right half-back. With so many of the old players back in college, it seemed that the chances for success were good.

This year, as in former years, we were handicapped by the light weight of the men and the lack of a regular coach. The teams that we met on the gridiron were on the average five to twenty pounds heavier than our men. We could hardly expect our team to be successful against heavy teams, especially in the mass plays that were so much used last season. Another great disadvantage was the short time we had each afternoon for practice. Nearly all of our players are engineering or scientific students, and they had work in the shops or laboratories until 5 o'clock every afternoon, except Friday. Several of our players are day students, who come to town by rail, and they have to leave Newark before 6
FOOT BALL TEAM OF '97.
o'clock. Our team was at a disadvantage in playing classical college teams that had two hours each afternoon for practice.

Last season we had an organized scrub team, something that was lacking the year before. These men undoubtedly helped the first team greatly. Before this year we had never met St. John's College or Ursinus College on the foot ball field. The team played seven match games during the season, winning one and tying one. Because of injuries to several of our players we were compelled to cancel the game with Johns Hopkins University, and for the same cause the team disbanded a week before the close of the season. The first game of the season was played at Newark with Haverford College. Our team was weakened by the absence of Marvel and Vansant. The Haverford team was much heavier than ours. When the Haverford team came on the field our Freshmen stared and wondered. They did not know what particular kind of insanity our manager had when he arranged for a game with so heavy a team. The Haverfords were simply too much for our men, and the final score was: Haverford, 16; Delaware, 0.

The second game was played with Swarthmore, at League Park, Wilmington. Swarthmore won, 12 to 6, but it was the best game we ever played against them. Hartman made the touchdown for Delaware and kicked the goal.

The next game was played at Newark, with Ursinus College, and our team won, 4 to 0. Delaware had the ball a yard from the Ursinus goal line when time was called for the first half. In the second half Mason carried the ball across the line for a touchdown.

The less said about the last game with Haverford the better. Our team played poorly, Haverford played magnificently, and the final result was never for a moment in doubt. Our team usually manages to play one particularly bad game each season, and this season was no exception.

After that game, Rice of the University of Pennsylvania, coached our team for a week, and the playing of the men was very much better in the second game with Ursinus and in the game with St. John's.

In the last game of the season we had as our opponents the heavy team of Pennsylvania Military College. Our team was much weakened by the absence of several of our players, and it was simply a case of how much P. M. C. could score.

The team of the past season was strong on the defensive, but lacked scoring ability. The men would carry the ball to within a few yards of the opponent's goal line but could not carry it across.

There are two men, Morris and Vansant, who deserve especially to be complimented. They played hard, consistent foot ball throughout the season. Morris at right-guard played a strong game, both on defensive and offensive, and Vansant played a remarkable game on the end.

At the close of the season Harrison W. Vickers, Jr., was chosen captain for the next year. He has played an end on the college team for two years.
Foot Ball Team.

Captain, J. T. Mullins.
Manager, W. C. Wilson.
Assistant Manager, F. O. MacSorley.

Left Guard, Marvel.
Centre, Hughes.
Right Guard, Morris.

Left Ends, Vickers, Baldwin.
Left Tackle, H. K. McCabe.
Right Tackle, Mullins.
Right End, Vansant.

Left Half-Backs, G. N. Davis, Mason.
Quarter-Back, Hartman.
Right Half-Back, Wolf.

Full-Back, Pierce.

Substitutes.

Baxter, Guard.
Green, Tackle.
Trotter, End.
Nivin, End.
E. H. McCabe, Jr., Half-Back.

E. H. McCabe, Jr., Captain.

Paxson, H. E. Tunnell, Stockley, Cann.
First One Thing
Then Another
Sussex Club.

Si Quaeris Comitatem Amoenum, I ad Sussicem.

Everett C. Johnson
H. E. Tunnell
J. W. Rickards
Ebe Walter
H. M. Morris
E. M. Baker
H. R. Tunnell
H. K. McCabe
Andrew Marvel
Rodney Sharpe
J. B. Messick

President.
First Vice-President.
Second Vice-President.
Third Vice-President.
Fourth Vice-President.
Recording Secretary.
Corresponding Secretary.
Treasurer
Board of Directors.
Shakespearean Club.

H. L. Constable .................................. President.
Ed. Krause, ........................................ Vice-President.
Everett C. Johnson ................................. Treasurer.
G. N. Davis 
George Vickers ................................... Directors.
Officers.

Hugh M. Morris
Roe MacSorley
E. Monroe Baker
Thomas George Baxter
J. Vance Craig
E. H. McCabe

President.
First Vice-President.
Second Vice-President.
Recording Secretary.
Corresponding Secretary.
Treasurer.
Republican Club.

Edmund S. Hellings ........................................ President.
Archibald Grant ........................................... 1st Vice-President.
West A. Trotter ............................................. 2nd Vice-President.
Harold K. Paxson .......................................... Recording Secretary.
Joseph W. Rickards ....................................... Corresponding Secretary.
Willard F. Wood .......................................... Treasurer.

Honorary Members.

His Excellency, William McKinley. ............................ Honorable Thos. Reed.

Delaware College Boarding Club.

Everett C. Johnson .......................... President.
Harold Green ........................................ Vice-President.
E. Monroe Baker .................................... Secretary.
Henry W. Reybold .................................. Treasurer.
Harley K. McCabe .................................... Commissary.

L. L. Pratt.  ........................................... Auditors
H. W. Vickers, Jr. ................................
Ebe Walter.  ...........................................

131
Delaware College Review.

(Published monthly during the college year by the Press Association of Delaware College.)

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John T. Mullins, '98  Editor-in-Chief.

Hugh M. Morris, '98  Associates.

Edmund S. Hellings, '98

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Athletic  Harold Green, '99
Exchange  George Vickers, '99
Inter-Collegiate  West A. Trotter, '00
De Alumnis  Everett C. Johnson, '99
Verse  Thos. B. McKeon, '00

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1st Assistant Business Manager  Harvey L. Vansant, '00
2d Assistant Business Manager  Joseph W. Brown, '99
Declamation Contest.

June 14, 1897.

Roger O. Mason .......................... Wreck of the Northern Belle.
Everett C. Johnson ......................... The New South.
Harley K. McCabe ........................ Valley Forge.
Edmund S. Hellings ....................... Eulogy on U. S. Grant.
West A. Trotter .......................... On the Tennessee.
Andrew Marvil ............................ Legend of Bregenz.

Prizes Awarded.

Andrew Marvel,
Roger O. Mason,
Everett C. Johnson.
Men who hope to be Commissioned in the Hinds and Noble Cavalry Troop.

Thomas Geo. Baxter,
S. Harry Baynard,
Charles Edwin Lewis,
Everett C. Johnson,
Lewis U. Hadway,
Harold Green,
Frank Olin MacSorley,
Andrew O. O'Neill Marshall,
Roger O. Mason,
Richard Paul Reed,
Geo. L. Medill,
Harry W. Vickers,
Harley King McCabe,
Geo. H. R. I. Wells,
Geo. R. Vickers,
Willard F. Wood,
Edward H. McCabe,
Joseph W. Brown,
James L. Stewart.
The Class of 99
Delaware College
requests the honour of your presence at the
Junior Military Promenade,
Friday evening, November fifth, 1897,
at nine o'clock.
Junior Promenade.

It is impossible to give our readers a fair idea of our Junior Military Promenade. However, we don’t think we should publish this book without making an attempt to describe it.

We do not believe we flatter ourselves when we say that beyond a doubt our Promenade was the grandest mid-year ball that the boys of our College have ever given. It was Delaware’s first Military Ball.

The auditorium was handsomely decorated with the class colors (cream and olive) and the College colors (blue and gold).

The platform was beautifully ornamented with a number of finely embroidered American flags and war equipments. Overhead waved buntings of all colors, while here and there odd Japanese lanterns shone with great brilliancy. Music, furnished by a Baltimore orchestra, gave cheer to every heart and caused scores of merry feet to move gracefully about the room.

We know many people will read this book, and will wonder how sensible college boys can uphold dancing. We will not attempt to discuss the propriety of college balls, though we do think we should give the public our idea of dancing. When we say “we” we do not mean the entire student body nor do we mean the entire Junior Class, but we do mean the majority of the Junior Class.

We believe nice social evening dances do no harm, but, rather, they do good. Nothing lightens our College life more than to have our minds now and then entirely carried away from our daily routine of duties, and nothing seems to obtain this end better than by having a short vacation evening dance or entertainment of some kind.

We, greatly to the shame of every true Delawarean, have no ladies in our College. It is necessary that we should have some schooling in society, and, shockingly as it may seem to some we unhesitatingly say, we have found no school that is so well adapted for the training of polite young men as the various receptions which are given at Delaware College. They are harmless.

By them we become acquainted with the most refined and cultured people of our town. By them we are taught to respect, and through them we are respected. By them what was once rough worthless rock in the hillside is polished and becomes fine valuable granite. In truth, we are rounded out and become symmetrical beings, ready for the world by being acquainted with the nature of man.
A-m-t-r-g:
"Shylock is my name."—Shakespeare.

B-yn-rd:
"I am an ass indeed; you may prove it by my long ears."—Shakespeare.

B-ow-n:
"He was a man of an unbounded stomach."—Shakespeare.

B-xt-r:
"A politician... one that would circumvent God."—Shakespeare.

Du-H-dw-y:
"His wit invites you by his looks to come,
But when you knock, it never is at home."—Cowper.

G-e-n:
"A buck of the first head."—Shakespeare.

J-h-s-n:
"An admirer of auburn hair."—Everybody.

L-w-s:
"I am slow of study."—Shakespeare.

M-d-l:
"You have such a February face."—Shakespeare.

M-s-n:
"He would himself have been a soldier."—Shakespeare.

M-c-a-e, H:
"A beast that wants discourse of reason."—Shakespeare.

M-c-a-e, E:
"In came Fezzewig, one vast, substantial smile."—Dickens.

M-rs-all:
"He was staid, and in his gait
Preserved a grave majestic state."—Butler.

M-cS-rl-y:
"Too busy with the crowded hour to fear to live or die"—Emerson.

R-e-d:
"As proper a man as one shall see in a summer day."—Shakespeare.

St-w-rt:
"A very gentle beast and of good conscience."—Shakespeare.

V-c-k-rs, G:
"Why may not that be the skull of a lawyer?"—Shakespeare.

V-c-k-rs, H:
"Give me another horse
Bind up my wounds.
A horse! a horse!
My kingdom for a horse."—Shakespeare.

"One of the few immortal names,
That were not born to die."
Advertisements.

WANTED.—A good Baker wants a position at a moderate salary.

A MASON.—For commission as corporal to help build fortifications.

WELLS dug on short notice.

REED’s for lyres (liars) and other musical instruments.

PIES a specialty—Marvel—.

AYAR rifles, by Sophomores.

FOR SALE.—A Marvel (ous) Hyland Trotter.

NETS and fishing tackle. Inquire of Jake.

LAKE HOTEL. McSorley, Proprietor.

CANNON and war supplies. Springer.

EMORY PAPER.—A full supply at Vickers’.


PENS (Faders). Mason.

ARMSTRONG’s best cotton. Krause.

This and That.

JUNIOR CALCULUS:

“As tedious as a tired horse.”

SOPHS, GRAVEYARD:

“Born but for one brief day.”

CO-EDUCATION:

Hail to thee! Hail to thee! Daughters of morning.

FOOT BALL:

“This is no world to play with mamquets and to tilt with lips. We must have bloody noses and crack’d crowns and pass them current, too.—Shakespeare.”

CHEMISTRY CLASSES:

“A paradise of fools to few unknown.”—Milton.

TO THE FACULTY:

“Judge not, that ye be not judged.”—Bible.
JUNIOR RETROSPECT.

(Junior) NOW

(Freshman) THEN.
In arranging the work *de alumnis*, the editor has not attempted to complete a list of the graduates farther back than the reopening of the college in 1870. He is not sure that all the information embodied in this list is correct, but trusting that the work may be of some interest to at least a few, he has done his best with the means at hand.

As a tree is known by its fruit, so is a college known by its alumni. While Delaware College cannot boast a long list of graduates, she may feel proud of the record made by many of her children. In looking over the history of the alumni of the college, we find men, who once wore the gold and blue of old Delaware, not only in the front ranks of many of the professions, but also in places of trust and honor, both state and national. From the following list of students, who have won distinction—although the list is by no means exhaustive—it can readily be seen that the college has sent out many noted men:

- Dr. D. Hayes Agnew, the famous surgeon and medical writer.
- George R. Riddle, United States Senator, 1864-67.
- Willard Saulsbury, United States Senator, 1859-71; Chancellor of Delaware, 1873-1892.
- Anthony Higgins, United States Senator, 1889-1895.
- James R. Lolland, Congressman from Delaware, 1872-74.
- Edward L. Martin, Delaware's Representative in the Forty-Sixth Congress.
- William G. Whitley, Associate Judge of Delaware.
- Edward G. Bradford, an eminent lawyer, and Judge of United States District Court of Delaware.
- John H. Paynter, Associate Judge of Delaware.
- Gove Saulsbury, M. D., Governor of Delaware, 1866-1870.
- Rev. John W. Mears, professor of philosophy in Hamilton College, New York; nominated for Congress in 1871, and later for the governorship of New York by the Prohibitionists; author of many books.
- William H. Purcell, L. L. D., president of Delaware College, 1870-1885.
- Nathaniel F. C. Lupton, president of University of Alabama, 1871-74; author of "Lupton's Scientific Agriculture."
- Edward S. Joynes, professor of modern language in South Carolina University; author of Joynes-Meisner German Grammar, Joynes' German Reader, Classic French Plays, etc.
- William F. Causey, Secretary of State of Delaware, 1883-87.
- John G. McCullough, Attorney-General of California, 1863-67; vice-president of the Panama Railroad.
- George W. Bagley, M. D., editor of Lynchburg (Va.) Daily Express, 1853; editor of the Richmond Whig, after the war; a frequent contributor to Harper's Magazine, Atlantic Monthly, Lippincott's Magazine, under the title of "Moses Adams"; also historian of Virginia.
- Capt. Alexander McRea, the hero of Valverde.
From the opening of the College in 1834 to its suspension in 1859, 454 students were enrolled, of whom only 126 were graduated. As the doors of the college were closed from 1859 to 1870 no students were graduated during this period. From 1870 to 1897, 587 students were enrolled, of whom 200 were graduated. The total number of students of the college to 1897 is, therefore, 1041, and the total number of graduates to 1897 is 326.

Graduates From 1870 to 1897.

1873.
E. Morris Cloak, B. S. (M. D.), Smyrna, Del., deceased.
James H. J. Bush, B. S., Wilmington, Del., deceased.
Edward N. Vallandingham, B. S., Newark, Del., professor of the English language and literature and political science in Delaware College.
Gouverneur Emerson, A. B. (M. D.), Milford, Pa., deceased.
G. William Marshall, A. B. (M. D.), Milford, Del., practicing medicine.
J. Newton Huston, A. B., West Chester, Pa., lawyer.
Alexander F. Williamson, A. B., Newark, Del., in the insurance business in Philadelphia.
Thomas Lumb, Jr., B. S., Newark, Del.

1874.
Thomas Davis, A. B., Wilmington, Del., lawyer.
Walter F. C. Golt, A. B., Indianapolis, Ind., a bank cashier.
Walter C. Curtis, Ph. B., Newark, Del.
Frederic W. Curtis, Ph. B., Newark, Del.
Septimus D. Jay, Ph. B. (M. D.), Havre-de-Grace, Md., deceased.
Lewis C. Vandegrift, Ph. B., Wilmington, Del., lawyer, United States Attorney for the District of Delaware.
Elisabeth S. Blandy, B. L., Newark, Del. (Mrs. Williamson).
Harriette H. Curtis, B. L., Glasgow, Del. (Mrs. Delaware Clark).
Ella Y. Mackey, B. L., Mt. Vernon, N. Y.
George F. Davis, B. L., Milford, Del., deceased.
John Webster Darsey, B. L., San Francisco, Cal., lawyer.

1875.
John R. Martin, A. M., paymaster in the U. S. Navy, on the U. S. cruiser, Boston.
George Balderston, Ph. B.
William L. Heisler, Ph. B., Philadelphia, Pa., deceased.
Thomas Jaquette, Ph. B., Newark, Del., farmer.
Jacob A. Reinhart, Ph. B., Pat'r's'n, N. J., prin'p'l High School.
Anna M. Evans, B. L., Newark, Del. (Mrs. Kollock).
Katie P. Porter, B. L., with her sister, Estella.
M. Estella Porter, B. L., professor in Columbia University.
Elisabeth H. Purnell, B. L., Wilm'g'n, Del. (Mrs. C. G. Blandy).
Clara Springer, B. L., Wilmington, Del. (Mrs. T. Davis).
Allen V. Lesley George, Wilmington, Del., superintendent at the Diamond State Iron Works.
Mary Husler, Newark, Del.
Agnes M. Ray, Zion, Md. (Mrs. McVey).
Annie E. Watson, Newark, Del. (Mrs. Moore).
1877.
Charles M. Curtis, A. B., Wilmington, Del., lawyer.
William T. Lyman, Ph. B., Wilmington, Del., lawyer.
Henry S. Stone, B. L., Philadelphia, Pa.
Annie M. Willis, B. E. (Mrs. R. D. Roberts).

1878.
William M. Ogle, Ph. B., Delaware City, Del., practicing medicine.
Charles F. Rudolph, Ph. B., Wilmington, Del.
Charles Russell Jakes, Ph. B., Wilmington, Del., practicing medicine.
Anna M. Springer, B. L., Newark, Del.
Harriet B. Evans, B. L., Newark, Del.
Maggie R. Williamson, B. L., Newark, Del., deceased.
Charles P. Murray, B. L., Wilmington, Del., engineer.
Edward R. Shaw, B. L., Yonkers, N. Y., professor in the University of the City of New York.
Minnie P. Dickinson, B. L., Pocomoke City, Md. (Mrs. Wolverton).
Ada B. Migget, B. L., Wilmington, Del.
Frank C. P. Fosbenner, B. L., Baltimore, Md.

1879.
Emma V. Blandy, B. L., Newark, Del., teaching in Philadelphia.
Lizzie L. Darsey, B. L.
Margaret G. Evans, B. L., Helena, Mon.
Laura Ferris, B. L., Glasgow, Del., deceased.
Carrie M. Purnell, B. L., Philadelphia, Pa., practicing medicine.
Jefferson D. Darlington, Ph. B., Newark, Del., deceased.
James H. Ward, Ph. B. (M. D.), Andersontown, Md., practicing medicine.
John S. Houston, A. B., Wilmington, Del., deceased.
Henry J. D. Jones, A. B., Media, Pa., Episcopal clergyman.

1880.
Austin H. Merrill, A. B., Nashville, Tenn., professor in Vanderbilt University.
John E. Greiner, Ph. B., Baltimore, Md., chief engineer of bridges for B. and O. R. R. Co.
Joseph P. Pyle, Ph. B., Wilmington, Del., practicing medicine.
Edward D. Hearn, Ph. B., Georgetown, Del., lawyer.
Miranda P. Niswell, B. L., Milford, Del., practicing physician.
Sarah E. Mackey, B. L., Newark, Del., deceased.
Annie M. Housman, B. L., New Castle, Del.

1881.
Thomas R. McDowell, A. B., Parkersburg, Pa., Presbyterian clergyman.
Robert H. Wright, Jr., A. B., Wilmington, Del., Episcopal clergyman.
Peter F. Meredith, Ph. B., Philadelphia, Pa., with Strawbridge & Clothier.
Samuel H. Messick, Ph. B., Bridgeville, Del., farmer.
John F. Pearce, Ph. B., San José, New Mexico.
Rodney H. Richardson, Ph. B., Lewes, Del.

1882.
Mary M. Janvier, B. L., Newark, Del.
Sue M. Ferris, B. L., Wilmington, Del.
Daniel Hirsch, B. L., Milford, Del.
John W. Herring, B. L., Milford, Del.
Andrew J. Wiley, Ph. B., Boise City, Idaho, engineer.
Nathaniel W. Davis, Ph. B., Milford, Del., deceased.
William H. Broughton, Ph. B., (M. D.), Pocomoke City, Md., deceased.
Lewis Heisler Ball, Ph. B., Faulkland, Del., practicing medicine.
1883.

Willard H. Heald, B. S., Wilmington, Del.
James Bernard Cush, B. S., St. Georges, Del., deceased.
James P. Ware, B. L., Honesdale, Pa., Episcopal clergyman.
John G. Gray, B. L., Wilmington, Del., lawyer.

1884.

Harvey W. Ewing, A. B., Fair Hill, Md., Methodist Episcopal clergyman.
Maurice McKin, A. B., Burlington, N. J., P. E. clergyman.
George A. Carpenter, B. S., Smartsville, Cal., journalist.
Alfred B. McVey, B. S., Zion, Md.
Edward M. Purnell, B. S., Mena, Ark., engineer.
A. Armitage Evans, B. L., Washington, D. C., (Mrs. Reed).
H. Greely Knowles, B. L., Wilmington, Del., lawyer; Ex-Consul to Bordeaux.

1885.

Charles West Cullen, B. S., Georgetown, Del., lawyer.
Richard T. Filling, B. S., Stanton, Del.
J. Harvey Whiteman, B. S., Wilmington, Del., lawyer; Ex-Secretary of State.
Margaret W. Blandy, B. L., Newark, Del.
Elisabeth Lee Hearn, B. L., Georgetown, Del., (Mrs. Bacon).
John Nivin, B. L., Newark, Del., farmer.
Ida Simmons, B. L., Newark, Del.

1886.

Edward Henry Eckel, A. B., Williamsport, Pa., Episcopal clergyman.
Charles Black Evans, A. B., Newark, Del., practicing law in Wilmington.
Mary G. Reynolds, A. B., Newark, Del., (Mrs. E. W. Manning).
Laura Kelso Mackey, B. S., Wilmington, Del., teaching.

1887.

William C. Smith, A. B., McClellanstown, Del.
John E. J. Whistler, B. S., Evansville, Ind.
Harry M. Davis, B. S., Elkton, Md., lawyer.
Samuel A. Buchanan, B. S., Philadelphia, Pa., practicing medicine.

1888.

T. Bayard Heisel, B. S., Wilmington, Del., lawyer.
John G. Boyd, B. S., New Castle, Del., deceased.

1889.

J. David Jaquette, B. S., Newark, Del., principal of Newark Academy.
Albert F. Polk, A. B., Georgetown, Del., lawyer.
Franklin Collins, A. B., Smyrna, Del.
Byron G. Sharp, A. B., Philadelphia, Pa., salesman for Strawbridge and Clothier.

1890.

Hugh C. Browne, A. B., Wilmington, Del., lawyer.
John Ball Jr., A. B., Stanton, Del., practicing medicine.
Albert H. Rainh, A. B., Philadelphia, Pa., principal of a grammar school.
1891.

J. P. Armstrong, B. S., Newark, Del., superintendent in woolen mills.
Edward R. Martin, B. S., Bridgeville, Del., farmer.
Joseph H. Hosinger, B. S., Newark, Del.
Francis B. Short, A. B., Wilmington, Del., pastor of Epworth Church, Wilmington, Del.
Thomas C. Frame, Jr., A. B., Dover, Del., lawyer.
Harry Whiteman, A. B., Wilmington, Del., lawyer.

1892.

S. Edwin Grant, A. B., Champlain, N. Y., Methodist Episcopal clergyman.
Benjamin Biggs Smith, A. B., Wilmington, Del., lawyer.
Charles W. Jones, A. B., Laurel, Del.
James W. Lottomus, A. B., Wilmington, Del., lawyer.
P. Blair Pié, A. B., Newark, Del., practicing law in Wilmington, Del.
Frederick Rickards, A. B., Bridgeville, Del., principal of public schools, Ocean View, Del.
Willard T. Smith, A. B., Delaware City, Del., superintendent of public schools for New Castle County.
S. Kirkwood Martin, B. S., Seaford, Del.

1893.

Alfred Lee Ellis, B. C. E. (A. B., '95), Delmar, Del., principal of public schools at Newark, Del.
Walter Wint Hynson, B. C. E., Kent Island, Md.
Francis Allyn Cooch, B. C. S., Cooch's Bridge, Del.
Abner Grieswold Plumb, B. C. S., Harrington, Del.
Alexander J. Taylor, B. C. S., Wilmington, Del.
Julius Herman George Wolf, B. C. S., Boston, Mass., engineer.
Robert Denney Hoffecker, Jr., B. A., Smyrna, Del., journalist.
Jacob Martin Tharp, B. A., Harrington, Del.
Mallery Foulk, B. A., Milford, Del.

1894.

Brooks L. Ross, B. Ag., Seaford, Del.
Edward Ott Walton, B. S., Iron Hill, Md.

1895.

Raymond Du Hadway, A. B., Bethel, Del., principal of public schools.
Thomas Simpson Holt, A. B., Lewisville, Pa., M. E. clergyman.
Clarence Fosh McVey, A. B., Denver, Col.
George L. Townsend, A. B., Odessa, Del., principal of Odessa public schools.
Walter Ponder Conaway, A. B., Dover, Del.
Albert Powell Donoho, A. B., Seaford, Del.
William Henry McDonald, B. C. E., Newark, Del., in Experiment Station at Delaware College.
Everett B. Wilson, B. C. E., Elkton, Md.
James Lewis Zeigler, B. C. E., Wilmington, Del.
Edward Franklin Mullin, B. C. E., Marshallton, Del., clerk for H. & H. Co.
Frederick Roland Bartlett, B. M. E., Easton, Md., now traveling in Venezuela.
Franklin Herman Hynson, B. M. E. (B. E. E., '96), Kent Island, Md.
Waldo Cleland Wilson, B. E. E., Wilmington, Del., collector for B. & O. R. R. Co.
Carl Harrington, B. E. E., Newark, Del., instructor in mechanical and electrical engineering at Delaware College.

1896.
George D. Truitt, A. B., Milford, Del.
Albert Seth Cooper, A. B., Camden, Del.
William Henry Cooper, A. B., Wilmington, Del., studying law.
George McIntire, A. B., Delaware City, Del.
Edward Campton Reybold, A. B., Deadwood, S. Dak., stenographer.
Edward Laurence Smith, A. B., Newark, Del., taking a post-graduate course at Delaware College.
William Owen Sypherd, A. B., St. Georges, Del., teaching at Port Penn, Del.

William Burton Jester, B. S., Delaware City, Del., studying law at University of Pennsylvania.
John Thomas Henderson, B. E. E., Appleton, Md.
Harry Draper, B. C. E., Denver, Colo.
Clarence Albert Short, B. C. E., Burlingame, Cal., professor of history, civil government and physical culture in Hoyt's Academy.

1897.
Ernest Waitman Sipple, A. B., Frederica, Del., principal of public schools.
Samuel Lucas Conner, A. B., Wilmington, Del., taking a post-graduate course in Delaware College.
Ira Liston Pierce, B. S., Newark, Del., taking a post-graduate course in Delaware College.
Lee Omahundro Willis, B. M. E., Newark, Del.
George Griffith Henry, B. E. E., Newark, Del., in bank.
A Letter from '99's Soldier Boys.

(To the Staff of the "Aurora.")

CAMP TUNNELL, near MIDDLETOWN, Del.
May 24, 1898.

To EVERETT C. JOHNSON,
Editor-in-Chief of Delaware College Annual "Aurora."

We, the undersigned members of the class of '99 of Delaware College, send most hearty greetings to those of us who are remaining at home and who are preparing themselves for our nation's future defence, by laying up stores of knowledge.

We are all well and are rejoicing in the fact that we have been permitted to enlist in the defence of our country's honor.

We bid you a most affectionate God speed in doing your duties at college as we go forth into the field to ours.

Fraternally, we are,

ROGER O. MASON, 2d Lieut. Co. "L."
GEORGE L. MEDILL, 1st Sgt. Co. "L."
HAROLD GREEN, Sgt. Co. "M."
S. H. BAYNARD, Bugler Co. "L."
C. EDWIN LEWIS, Co. "L."
HOWARD M. ARMSTRONG, Co. "M."
THOS. GEO. BAXTER, Co. "M."
# Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95 to 120</td>
</tr>
<tr>
<td>Athletic Association</td>
<td>Athletic Association</td>
</tr>
<tr>
<td>8</td>
<td>121</td>
</tr>
<tr>
<td>Aurora Staff (Illus.)</td>
<td>Aurora Staff (Illus.)</td>
</tr>
<tr>
<td>9</td>
<td>121</td>
</tr>
<tr>
<td>Athenaeum Literary Society</td>
<td>Athenaeum Literary Society</td>
</tr>
<tr>
<td>84</td>
<td>121</td>
</tr>
<tr>
<td>Society (Illus.)</td>
<td>Society (Illus.)</td>
</tr>
<tr>
<td>55</td>
<td>121</td>
</tr>
<tr>
<td>Advertisements</td>
<td>Advertisements</td>
</tr>
<tr>
<td>137</td>
<td>121</td>
</tr>
<tr>
<td>A Letter from '99's Soldier Boys</td>
<td>A Letter from '99's Soldier Boys</td>
</tr>
<tr>
<td>145</td>
<td>121</td>
</tr>
<tr>
<td>Battleship Maine (Illus.)</td>
<td>Battleship Maine (Illus.)</td>
</tr>
<tr>
<td>5</td>
<td>121</td>
</tr>
<tr>
<td>Calendar for 1897</td>
<td>Calendar for 1897</td>
</tr>
<tr>
<td>18</td>
<td>121</td>
</tr>
<tr>
<td>College Colors and Yell</td>
<td>College Colors and Yell</td>
</tr>
<tr>
<td>12</td>
<td>121</td>
</tr>
<tr>
<td>Corner of Chemical Laboratory (Illus.)</td>
<td>Corner of Chemical Laboratory (Illus.)</td>
</tr>
<tr>
<td>33</td>
<td>121</td>
</tr>
<tr>
<td>Corner of Biological Laboratory (Illus.)</td>
<td>Corner of Biological Laboratory (Illus.)</td>
</tr>
<tr>
<td>27</td>
<td>121</td>
</tr>
<tr>
<td>Corps of Cadets (Illus.)</td>
<td>Corps of Cadets (Illus.)</td>
</tr>
<tr>
<td>72</td>
<td>121</td>
</tr>
<tr>
<td>Dedication</td>
<td>Dedication</td>
</tr>
<tr>
<td>4</td>
<td>121</td>
</tr>
<tr>
<td>Delaware College Boarding Club</td>
<td>Delaware College Boarding Club</td>
</tr>
<tr>
<td>131</td>
<td>121</td>
</tr>
<tr>
<td>Review</td>
<td>Review</td>
</tr>
<tr>
<td>132</td>
<td>121</td>
</tr>
<tr>
<td>Declamation Contest</td>
<td>Declamation Contest</td>
</tr>
<tr>
<td>133</td>
<td>121</td>
</tr>
<tr>
<td>Delta Phi Literary Society</td>
<td>Delta Phi Literary Society</td>
</tr>
<tr>
<td>39</td>
<td>121</td>
</tr>
<tr>
<td>Society (Illus.)</td>
<td>Society (Illus.)</td>
</tr>
<tr>
<td>90</td>
<td>121</td>
</tr>
<tr>
<td>De Alumnis</td>
<td>De Alumnis</td>
</tr>
<tr>
<td>139</td>
<td>121</td>
</tr>
<tr>
<td>Democratic Club</td>
<td>Democratic Club</td>
</tr>
<tr>
<td>130</td>
<td>121</td>
</tr>
<tr>
<td>End of Machine Shop (Illus.)</td>
<td>End of Machine Shop (Illus.)</td>
</tr>
<tr>
<td>29</td>
<td>121</td>
</tr>
<tr>
<td>Foot Ball</td>
<td>Foot Ball</td>
</tr>
<tr>
<td>122</td>
<td>121</td>
</tr>
<tr>
<td>&quot; &quot; Teams of '97 (Illus.)</td>
<td>&quot; &quot; Teams of '97 (Illus.)</td>
</tr>
<tr>
<td>123</td>
<td>121</td>
</tr>
<tr>
<td>First One Thing—Then Another</td>
<td>First One Thing—Then Another</td>
</tr>
<tr>
<td>127</td>
<td>121</td>
</tr>
<tr>
<td>Freshmen (Illus.)</td>
<td>Freshmen (Illus.)</td>
</tr>
<tr>
<td>99</td>
<td>121</td>
</tr>
<tr>
<td>History of Class of '98</td>
<td>History of Class of '98</td>
</tr>
<tr>
<td>41</td>
<td>121</td>
</tr>
<tr>
<td>&quot; &quot; '98</td>
<td>&quot; &quot; '98</td>
</tr>
<tr>
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<td>Individual Biographical Sketches of Junior Class</td>
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<td>Junior Promenade</td>
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<td>63</td>
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</tr>
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<td>88</td>
<td>121</td>
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<tr>
<td>Our Literary Societies</td>
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<td>92</td>
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</tr>
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<td>43</td>
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<td>Senior Appointments for Class Day Exercises</td>
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<td>The Blue Jackets (Illus.)</td>
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<td>121</td>
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And now kind readers, adieu.

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