

motions must be content to be an obscure and unawarded helper. Yet these motions could never be considered, not even stated by the presiding officer were they not seconded by some one. Thus we find it in foot ball. While the team was practicing for the great Thanksgiving game it was necessary to have another team oppose. Then was the time for unselfish men to show their philanthropic spirit. It is very easy for a man who expects to take part in the great game to get out and play, but that same man did he know he stood no chance of playing he would probably never come near the football grounds. But how was it with those twelve or fifteen men that came out regularly to be run over, and kicked around just to develop the fighting qualities of the first eleven? Most of them knew they would never be thought of when the deeds of the first eleven were on the lips of the multitude. The boys that said by their acts, "it is hard on me but it is the making of the first eleven" should not be forgotten when the praises of the first eleven are being sung.

\* \* \*

Lyman is a great coacher and no mistake. The boys know how to play ball now and it only remains to practice, to put a team into a field that will be the peer of any team in the west. In the game played at Crete every man played for himself. If another man got the ball the rest stood and watched him run. Every game played this fall, even the Harvard-Yale-game has brought out the fact more forcibly than before that if the rush line fails all is lost. Many who do not understand the game imagine that the men behind the line do all the playing. They generally receive the ball of course but can do nothing if their rush line fails to hold, block or tackle well. Lyman has taught the men in the line that they too have responsible positions and must play hard if they expect success. Hitherto a few men in the rush line seemed to rather watch the game than take part in it. Others would stand up unbraced waiting for some one on the other side to push them over. There are a few yet who work too little in the game, but this number is constantly decreasing.

\* \* \*

Victory is again perched upon the banners of '92. The sophomores, on account of some of their players being injured, forfeited their game with the seniors. This gives the seniors three straight games and the pennant. The significant number '92 will be put upon the pennant which will add greatly to its beauty and attractiveness as viewed from a senior standpoint.

The senior class can well congratulate herself on her victory. It was won in a fair, open, and honorable contest. Her competitors were worthy and formidable opponents. We believe the contest has been productive of many good results. A greater interest in foot ball has certainly been aroused. New players were developed in these class games, that are now in the university team. Class spirit, which all will agree is not always to be deplored, has been aroused. Nearly all who took part in the games have learned that main force and awkwardness has no chance against skill and discipline. Each player has had opportunity to learn the advantage of controlling his temper and respecting the rights of others. Many other advantages have been derived from the games as, no doubt, everyone will admit. Let the contest go on. The excitement next year will be far greater than this year. One apparent obstacle seems to lie in the way of these games, but we think it is after all not a serious difficulty to surmount. This is, that these games will interfere with the practice and efficiency of the university team. This is not necessarily the case. In truth the facts go to show the opposite result. These class games no doubt should be played as early as pos-

sible in the fall. There is no better way to get the men out and try them preparatory to making up the university team than by getting these fifty men out that will necessarily have to be rebated to play these games. The captain of the university team can then, from these fifty men, select eleven players that will undoubtedly compose the very best material to be found in school. Some of the very best material in school for a foot ball team would never appear on the campus, were they not induced by the different classes to come out. Some time in the future it may be advisable to have the players of these class games selected outside of the university team so as not to interfere in any way with the practice or success of this team. But don't let the interest in the pennant die out. It looks now as though the freshmen have a good chance for victory next year, though the sophomore if they only think so can put a strong team in the field. Then there is the unknown quantity—the second preparatory class that has a longing for glory and renown. The junior class, too, as they will probably be seniors next year, may brace up and surprise their opponents. At any rate it is pretty certain that the class that wins the pennant next year will be the class that shows the most energy and push.

---

#### ALUMNI AND FORMER STUDENTS.

---

'90—The following is from a letter received from L. H. Stoughton by a member of the class of '91.

CAMBRIDGE, MASS., Oct. 31, 1891.

I am getting acclimated very well, so well that I was so surprised to find a nice sunny day—and a magnificent day it has been—that I could not resist the temptation to go out into the open air. Several of us went down to Mt. Auburn cemetery, three-fourths of a mile from the college. Here is where about all the orators, statesmen, poets, and scholars of Boston and Cambridge are buried. There are some fine monuments, but the names carved on these fine monuments awake no memories. It was the simple gravestones that attracted my attention most. Nathaniel Bowditch is represented by a bronze statue, but all the graves of other great men that I saw were marked by very small and plain pieces of granite or marble. Asa Gray's grave is marked by a small marble tablet. Agassiz's by a rough boulder about 1x2x3 feet. A much better monument for him is the great museum of comparative zoology. I take a stroll through it every little while. It is just across the street from the divinity school buildings. It contains an immense number of magnificent stuffed specimens, and also fossils. It makes one almost wild to go through there. I took Chappell over some time ago. I guess that the idea that he had previously held was that zoology was a nice study to take up occasionally, but animals were too scarce and too small to be very interesting. Well you ought to have seen him go through the museum. He tried to express his astonishment and admiration, but either his powers of expression were too feeble or his wonder too great for intelligible words. I think that for a long time to come his dreams of the abode of the blessed will present to his mind a region full of stuffed walruses, hippopotamuses, giraffes, and skeletons of whales, moas, elephants, gorillas, and kangaroos. I think the museum is, comparatively, very deficient in anatomical preparations. There are many skeletons, a good many casts of brains, a few models of eggs during early embryonic stages, but that is all. As to embryological specimens and specimens illustrating comparative anatomy, aside from the skeletal portions, there is practically nothing. Nothing even corresponding to Helvie's lonely mount that was so interesting to state fair