

Second-year German, Dr. W. A. Adams; 21 Juniors.  
 Schiller, Works and Life, Professor Gruener; 9 Seniors; 22 Juniors.  
 Prose of Modern Historians and Critics, Dr. W. A. Adams; 11 Seniors; 9 Juniors.  
 German Composition and Conversation, Mr. H. A. Farr; 7 Seniors; 4 Juniors.  
 Goethe's Works and Life, Dr. W. A. Adams; 3 Seniors; 3 Juniors.  
 History of German Literature, Professor Palmer; 8 Seniors; 4 Juniors.  
 Gothic, Professor Palmer; 1 Junior.  
 Swedish, Professor Palmer; 1 Junior.

COURSES IN ENGLISH.

Rhetoric (twelve essays), Assistant Professor Baldwin; 3 Seniors; 18 Juniors.  
 Rhetoric (twelve essays), Mr. C. W. Wells; 15 Juniors.  
 Old and Middle English, Professor Cook; 6 Seniors; 4 Juniors.  
 Chaucer, Assistant Professor W. L. Phelps; 4 Seniors; 25 Juniors.  
 The English Renaissance, Professor Lewis; 5 Seniors; 1 Junior.  
 Elizabethan Drama, Assistant Professor, W. L. Phelps; 57 Seniors; 77 Juniors.  
 Shakespeare, Professor Beers; 4 Seniors; 10 Juniors.  
 The Modern Drama, Professor Beers; 8 Seniors.  
 The Literature of the Eighteenth Century, Professor Beers; 7 Seniors; 9 Juniors.  
 Modern Prose, Professor Beers; 53 Seniors.  
 English Poets of the Nineteenth Century, Professor Lewis; 16 Seniors; 138 Juniors.  
 Tennyson and Browning, Assistant Professor W. L. Phelps, 23 Seniors; 36 Juniors.  
 Theories of Poetry, Professor Cook; 3 Seniors.  
 English Lyrical Poetry, Dr. Reed; 9 Seniors.  
 Elementary Russian, Mr. Wolodarsky, 1 Senior; 1 Junior.

ANCIENT LANGUAGES AND LINGUISTICS.

Aeschylus and Pindar, Professor Seymour; 1 Senior; 8 Juniors.  
 Plato, Professor Seymour; 2 Seniors; 6 Juniors.  
 Greek Testament, Professor Seymour; 10 Seniors; 10 Juniors.  
 Aristophanes, Thucydides, and Plutarch as sources for Greek History, Professor Perrin; 6 Seniors; 5 Juniors.  
 Outline Survey of Ancient History, Professor Perrin; 12 Seniors; 27 Juniors.  
 Lucian, Professor Reynolds; 4 Seniors; 2 Juniors.  
 Greek Archaeology, Dr. Heermance; 1 Senior; 1 Junior.

COURSES IN LATIN.

The Letters of Pliny and Cicero, Professor Peck; 1 Senior; 1 Junior.  
 Hexameter Poetry, Professor Peck; 1 Senior; 7 Juniors.  
 Latin Philology, Professor Peck; 2 Seniors.  
 Roman Archaeology, Professor Peck; 2 Seniors; 2 Juniors.  
 Latin Lyric Poetry, Professors H. P. Wright and Ingersoll; 2 Seniors; 12 Juniors.  
 Vergil, Professor Morris; 6 Seniors; 5 Juniors.  
 Roman Law, Dr. Robinson; 5 Seniors; 20 Juniors.  
 Practice in the Writing of Latin, Assistant Professor Oertel; 1 Senior.  
 Terence and Ovid, Mr. Bancroft; 1 Senior; 2 Juniors.  
 Latin Literature, Assistant Professor Ingersoll; 4 Juniors.  
 Latin Composition, Dr. A. L. Wheeler; 2 Seniors; 3 Juniors.

BIBLICAL LITERATURE.

Hebrew (elementary course), Dr. Moulton; 2 Seniors; 2 Juniors.  
 Hebrew (advanced course), 3 Seniors.  
 Sight-reading in Hebrew, 1 Senior.  
 Arabic (elementary course), 1 Junior.  
 Biblical Literature (Pre-exilic), Professor Sanders; 11 Seniors; 19 Juniors.  
 Biblical Literature (Post-exilic), Professor Sanders; 35 Seniors; 8 Juniors.  
 The Minor Prophets (English), Professor Sanders; 3 Seniors; 1 Junior.  
 The Pauline Epistles, Dr. Moulton; 2 Seniors; 1 Junior.  
 Maccabean History and Literature, Dr. Moulton; 4 Seniors.

THE FINE ARTS.

Drawing, Professor Niemeyer; 2 Seniors; 25 Juniors.  
 Architecture, Professor Niemeyer; 2 Seniors.  
 Painting, Professor Weir; 8 Seniors.

PHYSICAL AND NATURAL SCIENCE.

Physics, Professor Dana; 2 Seniors; 1 Junior.  
 Physics, Professor A. W. Wright; 7 Seniors; 12 Juniors.  
 Physics, Professor A. W. Wright; 2 Seniors.

COURSES IN CHEMISTRY.

Experimental Inorganic Chemistry, Professor Gooch, Assistant Professor Browning and Dr. Phelps; 9 Seniors; 55 Juniors.  
 Qualitative Chemical Analysis, Assistant Professor Browning; 40 Seniors; 3 Juniors.  
 Elementary Organic Chemistry, Professor Gooch and Dr. Phelps; 15 Seniors; 2 Juniors.  
 Quantitative Chemical Analysis, Professor Gooch; 1 Senior.  
 Chemical Theory, Professor Gooch; 2 Seniors.

COURSES IN GEOLOGY AND MINERALOGY.

Geology, Professor H. S. Williams; 21 Seniors; 19 Juniors.  
 Geological Biology, Professor H. S. Williams; 1 Senior.  
 Mineralogy and Crystallography, Professor Dana; 3 Seniors; 1 Junior.

COURSES IN PHYSICAL GEOGRAPHY AND BOTANY.

Physical Geography, Mr. Gregory; 2 Seniors; 5 Juniors.  
 Botany, Dr. Evans; 1 Senior; 4 Juniors.  
 General Morphology of Plants, Dr. Evans; 1 Senior.

COURSES IN BIOLOGY.

Physiology, Professor Chittenden; 3 Seniors; 32 Juniors.  
 Elementary Anatomy, General Biology, and Physiological Chemistry, Professor S. P. Smith; 28 Seniors.  
 Anatomy, Professor Ferris; 8 Seniors.

MATHEMATICS.

Calculus, Dr. Westlund; 1 Senior; 10 Juniors.  
 Higher Algebra and Analytic Geometry, Dr. Strong and Mr. Hawkes; 4 Seniors; 13 Juniors.  
 Differential Equations, Professor Pierpont; 2 Seniors.  
 Descriptive Astronomy, Professor Beebe; 1 Senior; 2 Juniors.  
 Surveying, Professor Beebe; 2 Seniors; 2 Juniors.

MUSIC.

Harmony, Professor Parker; 2 Seniors; 5 Juniors.  
 Counterpoint, Professor Parker; 2 Seniors.  
 The History of Music, Professor Parker; 19 Seniors; 6 Juniors.  
 Instrumentation, Professor Parker; 1 Senior.  
 Free Composition, Professor Parker; 1 Senior.

PHYSICAL EDUCATION.

Physiology, Dr. Seaver; 3 Seniors; 1 Junior.  
 Principles and Practice of Gymnastics, Dr. Anderson; 3 Seniors.

Princeton Football Schedule.

The Princeton football season opens October 6, with a game with the Maryland A. C. at Baltimore, and closes with the Yale game at New Haven, November 25. Of the thirteen games only six will be played on the home grounds. Two games will be played at New York City. The schedule follows:  
 Oct. 6—Maryland A. C., at Baltimore; Oct. 7—United States Naval Academy, at Annapolis; Oct. 11—Lafayette, at Princeton; Oct. 14—Columbia, at New York; Oct. 18—Pennsylvania State College, at Princeton; Oct. 21—United States Military Academy, at West Point; Oct. 25—Lehigh, at Princeton; Oct. 28—Cornell, at Ithaca; Nov. 4—Brown, at Princeton; Nov. 8—North Carolina, at Princeton; Nov. 11—Carlisle Indians, at New York; Nov. 18—Washington and Jefferson, at Princeton; Nov. 25—Yale, at New Haven.

THE PROFESSION OF FORESTRY.

By Gifford Pinchot.

[Being a complete report of an address delivered before the students of Yale, May 5, 1899, with notes revised by Mr. Pinchot.]

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The subject matter of the profession of Forestry is equally distinct from street tree-planting on the one side and landscape architecture on the other. It has to do with wooded regions, with the productiveness of forests, chiefly through conservative lumbering, and, in the treeless parts of the United States, with planting for economic reasons. Except for a comparatively small area of desert land in the West, the whole land surface of the United States is included in the possible field of work for the forester. How extensive this field is will appear from the fact that the woodland in farms alone, in 1890, comprised more than 200,000,000 acres, or more than four times the area of the national forest reserves.

The first question asked by a man who has in mind forestry as his profession, usually concerns the chance of finding work when his preparatory study is ended. The sources of demand for trained foresters at the moment are comparatively few, but they are increasing with remarkable rapidity. The great lumbering concerns, such as the International Paper Company, which controls more than 1,000,000 acres of spruce land, are rapidly getting to see that it is worth their while to employ trained foresters. One Yale man is employed by the company just mentioned; another college graduate, not a Yale man, has charge for a company of certain phases of its lumbering in Maine; and a recently organized company in the Adirondacks will do its lumbering conservatively under the direction of the Division of Forestry. The demand from this source may be expected to increase very greatly within the next ten years, as the great holders of timber land come to realize more generally that conservative lumbering pays better than the destructive methods now employed.

In a similar way mining companies will eventually find it to their interest to employ foresters. The owners of game parks have already taken steps in this direction. Private owners of large areas such as Biltmore Forest in North Carolina, the property of George W. Vanderbilt, Ne-Ha-Sa-Ne Park, in the Adirondacks, owned by W. Seward Webb, a Yale man, and the contiguous land held by the Hon. Wm. C. Whitney, another Yale man, are already under the management of trained men. The need of foresters to care for the forest interests of the several states is already making itself felt. States such as New York, with its million and a quarter acres of forest land; North Carolina, with its Geological Survey thoroughly interested in forest study; New Jersey and Maryland, of which the same is true; Maine, New Hampshire and several others, with their Forest Commissions; Minnesota, with its Fire Warden law, and other States are rapidly creating a demand for foresters, and would be doing so still more rapidly if men were available to do the work. Finally, the national Government already employs a considerable number of men, and in the comparatively near future will very largely extend the work which requires them. The General Land Office, to which is entrusted the administration of the national forest reserves, has this year an appropriation of \$175,000 for the care and protection of 45 million acres of forest reserves. At present it employs no trained men at all, but in view of the vital importance of forest preservation, especially in the West, and of the great and growing public interest in its extension, this system of political appointment cannot be expected to last.

The Division of Forestry which is charged with the general progress of forestry and the interests of private forest lands, in the subdivision of the Government's forest woods, is at this moment unable to find suitable trained men enough to supply its needs. It would be easily possible, it is true, to secure Germans or other foreigners, but a considerable experience has convinced me that, except in rare cases, such as that of the present forester to the Bilt-

more Estate, the attempt to use foreign-born men trained abroad is not likely to succeed.

COMPENSATION.

The second question asked by the prospective forester very often relates to the rate of pay. I cannot answer this question any more accurately than by saying that trained foresters now receive about the same rate of pay as instructors and professors at Yale. Those in the employ of the Division of Forestry receive from \$1,000 to \$2,500 a year. Scientific work under the Government is always underpaid, and it is most probable that those foresters who enter the service of lumber companies or other commercial organizations will fare better. It is even possible that a few men may develop such skill that they will be called in consultation over difficult problems. Such work will naturally pay well.

As with teaching, so with forestry; by no means all the compensation comes in the form of dollars. While the life of the forester in the field is often rough, many times exceedingly hard, and always without most of the comforts of life, it is to those of us who have been following it the most delightful of occupations. Briefly stated, it deals, on the scientific side, with the life-history of forests and forest trees, with their behavior in health and disease, their reaction under treatment, and their adaptation to and effect upon their surroundings. On the economic side, it has chiefly to do with reconciling the perpetuation of the forest with the production of timber. Measurements of the stand of timber per acre, and of the rate of growth of single trees and whole forests by counting rings, and subsequent calculations, often form a considerable part of a forester's work. There is often a great deal of office work. It is by no means the easy existence it has often been supposed to be by the many men who have taken up forestry, and then have dropped it. But it has a charm which lies perhaps first of all in the fact that in the United States it is almost an untried field.

ORIGINAL WORK DEMANDED.

Unless forestry as a profession has qualities to recommend it other than those I have already mentioned, it would scarcely be worthy of consideration before many other lines of work. It has, however, two peculiarities in which it stands somewhat by itself. In the first place, because the field is practically untouched, a forester finds himself compelled to do original work at every turn. The pleasure of investigation of this kind is very real, and to those of us who are practising forestry it is one of its two great attractions. The second lies in the fact that, because forestry is almost unknown in the United States, in no profession is it easier for a man to make his life count. I need not dwell further on the vastness of the interests it touches nor the great utility of forestry to the nation, but I should like to emphasize this statement—in few other professions can a man lead so useful a life.

WHAT THE PROFESSION DEMANDS.

These are the things which forestry offers. Now as to what it demands. In the first place success in forestry, as in any other profession, must come largely from the possession of what we know so well as "Yale spirit," the habit of accomplishment and the willingness to do the work first and count the cost afterward. It is interesting to note here that a majority of the young Americans who have fitted themselves for technical forest work are Yale men. Whatever the connection or the special fitness may be which brings Yale men into this line of effort and achievement, I should like to see the recruits from Yale come in fast enough to maintain something like the old proportion.

After the "Yale spirit" comes soundness of body and hardiness, for foresters must often expect the roughest kind of life in the woods. The helpmeet of hardiness is a contented spirit. There is no more pernicious character than a grumbler in camp, and nothing will help so much to get field work done