The College opened September 26th, with 167 students, including 48 Freshmen and 13 new additions to advance classes. The new members of the faculty are Thomas K. Brown, Jr., who comes as Instructor in German, and Robert R. Chamberlin, who takes the work in Physics temporarily vacated by Prof. Palmer. Dr. R. M. Gummere will perform the duties of the Dean for the year.

The treasurer’s report contains the following items: The cost of running the College for the past year was $121,305.81. To meet this there comes from invested funds $69,921.96, and the balance, except $122.28, was covered by cash receipts at the College for board and tuition, etc. The small deficiency is more than made up by receipts which appear elsewhere in the accounts; so that the work of the year shows a comfortable profit.

The donations paid in cash amount to $54,090.78 from over two hundred donors. Besides this, land belonging to the Jacob P. Jones estate has been sold amounting to $64,468.61. Salaries cost the college $55,657.50. The rest of the expense was for feeding and caring for the students and keeping the real estate in repair. The Pension Fund, from which nothing has yet been drawn, has an accumulated income of $16,077.29, and is increasing at the rate of about $7,500 a year. The total income
producing endowment now amounts to $1,746,694.59, an increase of $115,228.14 during the year. Against this must be placed a debt of $98,112.91, the accumulations of many years, for most of which there stand permanent and useful buildings, dormitories, professors' houses, farm-barn, etc.

It is difficult to determine the value of the real estate at the College. There are 225 acres of land and it is worth a great deal of money. The various buildings did not cost less than $600,000. The high valuation of land is, however, of no advantage to the College.

The past year shows the completion of the Chemical Hall and its equipment, the erection and furnishing of the Infirmary and the beginning of the addition to the Library to be used as a stack room. At the date of writing the last named is about ready to receive books. The Library now contains about 60,000 volumes and is increasing by some 2,000 or 3,000 a year. The addition will take care, when full, of some 80,000 or 90,000 books, though shelf room for one-third of this number has only as yet been supplied. The cases are of enameled steel and the room is light and airy.

Other interesting donations should be mentioned. The class of '87 celebrated its twenty-fifth anniversary by the gift of granite steps and platform at the front of Founders Hall. So carefully has this been worked up that no one not in the secret would doubt that the steps were a part of the old building and erected in 1833. A bronze tablet announces the donation. Some other class might take care of the east steps in the same way.

The class of 1912 on Commencement Day presented to the College a fine gateway at the entrance to the grounds near the President's house.

The Drinking Fountain given to the college by Mrs.
Ernest F. Walton, after some delay at the quarry, is now erected—a beautiful specimen of plain, massive granite work, with the inscription: “A gift to the college from Ernest Forster Walton, ’90, by B. W. W.” It will be formally presented to the College on November 15th at 4.30 o'clock, and all are invited to attend.

What else does the College need in the way of buildings? The heavy end of this task is attended to, but additions to Lloyd Hall Dormitory to accommodate our increasing numbers, a few large modern recitation rooms, and a Grand Stand for the Athletic Field are rather pressing needs. We have no doubt that they will be attended to by some loyal but as yet unknown friends.

A college mate of Edward Bettle, ’61, for many years a most interested friend and a Manager of the College, thus writes of him:

“Any one knowing him as a man—knows him as a college student. Changing the years he was the same. Intelligent, sympathetic, helpful, a staunch friend; one with high ideals—always endeavoring to do the right and when combating evil, doing it so that no one was his personal enemy. His father once said to me that ‘Edward had never wild oats to sow or to reap.’ His heart was so pure, his mind so filled with better things, there was no room for active or passive evil. He was a good student, active in the societies, in athletics, and in all that was worth while. My valued intimacy with him began at Haverford in 1857. In the nearly fifty-five years to his death I never knew him to do an unworthy act.”

The football season is in full swing. The game, especially on the field, is much better than it was a dozen years ago. This is largely due to the organization of the system of officials, a movement in which Dr. Babbitt has had a
conspicuous part. There seems to be very little of the intentional injury of opposing players, or the surreptitious violation of the rules, which were so noticeable of old. One rule, new this year, giving four "downs" instead of three to win ten yards, is working in the interest of heavy players, as against skill and agility, and is probably no advantage to the game.

Public sentiment should now be directed against the veiled purchase of players by money considerations, direct or indirect. This is likely, if not stopped, to break down the game by making it largely professional. It becomes a question as to the largest purse and the smallest conscience. The college authorities can, of course, regulate this to some extent, if they wish to, by demanding a full compliance with a reasonable standard of intelligence and knowledge. The difficulty usually lies with the alumni. Some wealthy ones are willing to advance indefinite sums and have the schools and colleges scoured for material. Said material will then find in some occult way, the expenses of a college made very light or even negative. The team then becomes the means of satisfying the sporting instinct of the investors, upon which wagers may be placed, and college loyalty(?) developed.

Of course a college which adopts these means can not be a satisfactory opponent for Haverford. There is not much satisfaction in beating it, and less in being beaten by it. We do not intend to start in this direction and every alumnus knows it. If any one would offer money for this purpose it should and would be refused. The legitimate position for a college to assume would be to gain its students without reference to athletics and then by coaching, good training and college spirit, induce them to play the best possible game. Such is our policy and we believe in it so much that we are willing even to be defeated. This will not happen, however, in general if the alumni give us their interest and encouragement, and Providence is not on the side of the strongest battalions.
HAVERFORD COLLEGE BULLETIN

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Reports of the Board of Managers
President of the College and
Treasurer of the Corporation
1911-1912

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Haverford College, Haverford, Pa.

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THE CORPORATION

OF

HAVERTFORD COLLEGE

REPORTS OF

BOARD OF MANAGERS
PRESIDENT OF THE COLLEGE
TREASURER OF THE CORPORATION

PRESENTED AT THE ANNUAL MEETING

Tenth Month 8th, 1912

THE JOHN C. WINSTON COMPANY
PHILADELPHIA
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T. WISTAR BROWN.......................... 235 Chestnut St., Phila.

Secretary.
J. STODDELL STOKES.......................... Summerdale, Phila.

Treasurer.
ASA S. WING.................................. 409 Chestnut St., Phila.

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Term Expires 1913.

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FRANCIS STOKES........................Locust Ave., Germantown, Phila.
GEORGE VAUX, JR.......................... 1606 Morris Building, Phila.
STEPHEN W. COLLINS.......................... 63 Wall St., New York, N. Y.
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Term Expires 1914.

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Term Expires 1915.

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DANIEL SMILEY............................ Mohonk Lake, N. Y.
ALBERT L. BAILY.......................... 30 S. 15th St., Phila.

T. WISTAR BROWN, President CHARLES J. RHoadS, Secretary
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John B. Garrett  Frederic H. Strawbridge
Asa S. Wing  John M. Whitall
Charles J. Rhoads  Morris E. Leeds

Committee on Finance and Investments.
William H. Haines  J. Henry Scattergood
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Francis Stokes  Jonathan M. Steere
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Seth K. Gifford  L. Hollingsworth Wood

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The President of the Corporation is ex officio a member of all standing committees.
FACULTY
1912–1913

Isaac Sharpless, Sc.D., LL.D., L.H.D.
President and Professor of Ethics.

Allen Clapp Thomas, A.M.
Librarian and Emeritus Professor of History.

Lyman Beecher Hall, Ph.D.
John Farnum Professor of Chemistry.

Francis Barton Gummere, Ph.D., LL.D., Litt.D.
Professor of English Literature.

Henry Sherring Pratt, Ph.D.
David Scull Professor of Biology.

James Addison Babbitt, A.M., M.D.
Professor of Hygiene and Physical Education.

Rufus Matthew Jones, A.M., Litt.D.
Professor of Philosophy.

Oscar Marshall Chase, S.M.
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Lecturer on Commercial Law and Banking.

Don Carlos Barrett, Ph.D.
Professor of Economics.

Albert Elmer Hancock, Ph.D.
Professor of English.

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Professor of Mathematics.
FACULTY.

WILLIAM WILSON BAKER, Ph.D.
Associate Professor of Greek.

*FREDERIC PALMER, JR., A.M.
Dean and Associate Professor of Physics.

LEON HAWLEY RITTENHOUSE, M.E.
Associate Professor of Mechanics and Electricity.

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Acting Dean and Associate Professor of Latin.

ALEXANDER GUY HOLBORN SPIERS, Ph.D.
Associate Professor of Romance Languages.

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Associate Professor of History.

ALBERT HARRIS WILSON, Ph.D.
Associate Professor of Mathematics.

THOMAS KITE BROWN, JR., A.M.
Instructor in German.

HENRY JOEL CADBURY, A.M.
Instructor in Biblical Literature.

ROBERT ROY CHAMBERLAIN, A.B.
Instructor in Physics.

WILLIAM HENRY COLLINS, A.M.
Superintendent of Buildings and Grounds.

HELEN SHARPLESS
Assistant Librarian.

* Absent 1912-13.
HAVERFORD COLLEGE.

Leslie Warren Ferris, A.B.
Assistant in the Chemical Laboratory.

Garfield W. Weaver
Assistant in the Engineering Laboratory.

John Joseph Keogh
Assistant Physical Director.
ANNUAL REPORT
OF THE BOARD OF MANAGERS
FOR THE YEAR 1911-1912

To the Corporation of Haverford College:

Haverford College has completed another year of its existence, and in looking back over the record your Board of Managers believe that substantial progress has been made without loss of the good inheritance which has come down to us from the past.

A large class was graduated last spring, but the enrollment this fall gives promise of a full College for the coming year.

The buildings and grounds have been well maintained. During the year the Infirmary, presented to the College by John T. Morris, of the Class of 1867, has been completed and turned over to the Corporation. This building has been constructed and equipped in the most approved manner. It is a most valuable and needed addition to the plant, and the thanks of the friends of Haverford College are due the donor for this generous gift. As previously announced, an Endowment Fund for the maintenance of the Infirmary has been subscribed and most of these subscriptions have now been paid over to our Treasurer.

Through the kindness of a friend of the College, sufficient funds were contributed to cover the cost of construction of a much-needed stack room as an addition to the Library.
This work is nearly completed and part of the stack room has been equipped with shelves. When further gifts for this purpose are received the remaining shelves will be installed. Another improvement has been a set of new stone steps for the south porch of Founders Hall, donated by the Class of 1887 in commemoration of its twenty-fifth anniversary.

The financial statement shows a small deficit for the year. This is due to the fact that $6,000 was appropriated toward paying off the amount previously expended for building the new barn and for improvements to President Sharpless's house. This, together with some receipts for previous years, reduces the debt of the College to $98,112.91.

The invested funds of the Jacob P. Jones Endowment Fund have been materially increased by proceeds of real estate sold amounting to $64,468.61.

Other funds have also been increased by gifts and otherwise, notably the John Farnum Brown Fund for Bible Study and Religious Teaching, to which the founder of the fund added $23,355.41 during the year.

The Pension Fund established in 1910 has been increased more than $7,000 from income for the year.

Gifts amounting to $54,090.78 from more than two hundred donors have been received.

Your Board desires to record its appreciation of the generosity of the many friends of the College who have contributed so liberally to its needs and to express its sense of responsibility for the proper administration of the trusts committed to its care.

Since our last report Edward Bettle, Jr., and Howard Comfort, both members of your Board, have deceased.
MANAGERS' REPORT.

They served as Managers most faithfully for many years and your Board adopted minutes expressing its sense of loss in their death and its appreciation of their devotion to the best interests of the College during their long and faithful service. To fill the vacancies caused by these deaths Albert L. Baily and L. Hollingsworth Wood were chosen.

In the report of President Sharpless will be found a detailed account of the academic work at the College, some changes in the Faculty and the improvements made to the plant.

The Board desires to record its appreciation of the work of the Faculty and of all others connected with the institution.

By order of the Board.

(Signed) T. WISTAR BROWN, President.
CHARLES J. RHOADS, Secretary.

PHILADELPHIA, PA., Tenth month 7th, 1912.
PRESIDENT'S REPORT

To the Board of Managers:

Attendance  The President reports the register of attendance of students during the year 1911-12 as 164.

For 1912-13 there are now entered 167, of whom 48 are Freshmen and 13 are new admissions to the advanced classes.

There were graduated in 1912, 47 students, of whom 3 received the degree of Master of Arts, 33 of Bachelor of Arts and 11 of Bachelor of Science.

The Faculty changes for the coming year are not numerous. Clarence E. Norris, who was appointed three years ago to fill a temporary vacancy, and whose work was so satisfactory that he has found a position with us for the two succeeding years, is now replaced by the regular appointee, Thomas K. Brown, Jr., as Instructor in German. Frederic Palmer, Jr., Dean and Associate Professor of Physics, is granted a year's leave of absence. His deanship will be temporarily occupied by Dr. Richard M. Gummere, and Robert R. Chamberlain, of Harvard, will teach the classes in Physics.
PRESIDENT'S REPORT.

The following lectures outside the regular lectures courses have been given during the year.

Haverford Library Lectures:
By Terrot Reaveley Glover, M.A., Cambridge University Lecturer on Ancient History:

"John Bunyan." 3d mo. 25th, 1912.

"The Great Age of Greece." 3d mo. 28th, 1912.

"Herodotus." 4th mo. 1st, 1912.

"Euripides." 4th mo. 8th, 1912.

Thomas Shipley Lecture on English Literature:
"Robert Browning," by Dr. J. Duncan Spaeth, Professor of English in Princeton University.

2d mo. 20th, 1912.

The Haverford Faculty Lectures:
"The Influence of Woman," by Professor A. G. H. Spiers.

12th mo. 13th, 1911.


1st mo. 10th, 1912.
"Ancient Ways in Modern Greece," by Professor W. W. Baker. 2d mo. 21st, 1912.

"Some New World Landmarks and Their Historic Significance," by Professor R. W. Kelsey. 3d mo. 13th, 1912.

"Life in the Deep Sea," by Professor H. S. Pratt. 4th mo. 24th, 1912.

The Haverford Summer School Evening Lectures:

"Stories of Life in the Ghetto," by Mary Agnes Best, of New York City. 6th mo. 24th, 1912.

"The Spiritual Life and How to Deepen It," by Dr. Hugh Black, Professor of Homiletics in Union Theological Seminary, New York City. 6th mo. 25th and 26th, 1912.

"Apocalypse and Prophecy," by Professor Frank C. Porter, Professor of Biblical Theology in Yale Divinity School, New Haven, Conn. 6th mo. 27th, 1912.

PRESIDENT'S REPORT.

7th mo. 1st, 1912.

"The Country Church Problem," by Dr. Warren H. Wilson, of the Presbyterian Board of Home Missions, New York City.
7th mo. 2d, 1912.

Other Lectures:

10th mo. 30th, 1911.

11th mo. 1st, 1911.

Address by Dr. Inazo Nitobé, First Exchange Lecturer from the Japanese Government to the United States.
1st mo. 8th, 1912.

"Roman Ruins in Southern France," by Dr. Wilfred P. Mustard, Professor of Latin in Johns Hopkins University.
1st mo. 19th, 1912.
HAVERFORD COLLEGE.

"The Problem of Pure Water and the Relation of Pure Water to Public Health," by Dr. David Wilbur Horn, Consulting Chemist of the Board of Health of Lower Merion Township.

1st mo. 25th, 1912.

"Feeble-Mindedness as a Social Menace," by Dr. Henry Herbert Goddard, Director of Department of Research, Training School for Feeble-Minded Children, Vineland, N. J.

2d mo. 15th, 1912.

"Playing the Game, a Statement of a Life Philosophy in Terms of Sportsmanship," by Dr. George E. Vincent, President of the University of Minnesota.

4th mo. 2d, 1912.


4th mo. 4th, 1912.

"Ruined Cities of Asia Minor, Including some of the Seven Churches," by Professor D. M. Robinson, of Johns Hopkins University. Lecture delivered under the auspices of the Classical Club.

4th mo. 26th, 1912.
PRESIDENT'S REPORT.

“Picturesque Sicily,” by S. P. Stambach. Lecture delivered under the auspices of the Classical Club.

5th mo. 15th, 1912.

Miscellaneous:

Opening of the new Chemical Hall, with addresses by Edgar Fahs Smith, Provost of the University of Pennsylvania, and others.

10th mo. 25th, 1911.

Joint Recital by Austin Conradi and Arthur Conradi, under the auspices of the Music Study Club.

12th mo. 8th, 1911.

Laying the corner stone of the new Morris Infirmary.

3d mo. 15th, 1912.

Fourteenth Annual Meet of the Intercollegiate Association of Amateur Gymnasts of America.

3d mo. 22d, 1912.

“Molière's ‘Le Bourgeois Gentilhomme,’ ” presented by members of French IV and ladies of the Thursday Afternoon French Class.

3d mo. 27th, 1912.

Junior Day.

4th mo. 12th, 1912.
HAVERFORD COLLEGE.

Open Air Play on the Lawn. "Twelfth Night," by the Ben Greet Woodland Players. 5th mo. 20th, 1912.

Annual Contests in Public Speaking for the Everett Society Prize and for the Alumni Prize in Oratory. 5th mo. 21st, 1912.

Senior Class Day. 6th mo. 13th, 1912.

Commencement Day. Commencement Exercises in Roberts Hall, with address by Elmer Ellsworth Brown, Ph.D., LL.D., Chancellor of New York University. 6th mo. 14th, 1912.

MATERIAL IMPROVEMENTS

The year 1911–12 will be a marked one in the history of Haverford College for the great liberality of its friends and the rapid development of its material resources. At the end of last year our Chemical Hall was finished. During the summer its furniture and scientific equipment were added and Dr. Hall had the satisfaction of starting the year in one of the most modern and convenient buildings of its kind to be found among the smaller colleges.

At the same time the subscriptions for scientific purposes enabled us to spread the biological and physical departments over the old
chemical quarters in Founders Hall and furnish them with considerable new machinery, so that they have benefited almost as much as chemistry. We have been enabled also to find a habitation and new cases for a part of our fine collection of birds, which, through the energy of Albert L. Baily, Jr., has been placed in good condition and classified.

The Infirmary, which was a prospect one year ago, is now completed and furnished. This gem of a building, erected and equipped, as a tablet on its walls explains, as a memorial to James T. and Isaac W. Morris, leaves nothing to be desired. The donor has given many weeks of careful study to its details. Externally it is beautiful if plain. Within, the planning of the rooms, the comfort of the ailing, the needs of the doctor and nurse, the demands of sanitation, have been the subject of much investigation and study, and time alone will show how much future generations of Haverfordians will owe to the careful forethought as well as the liberality of John T. Morris. The only criticism one hears is that it will become too attractive a feature of our life, so much more so than our class rooms and library that sickness will become unduly prominent.

The plethora of books in our library, now about 60,000 volumes, loudly demanded increased space. It seemed better to build at once a fire-proof stack room, capable of hous-
HAVERFORD COLLEGE.

ing 80,000 or 90,000 books, which will meet our demands for a long time to come. In this addition there will be no reading accommodations, simply white enameled steel cases so close together as to admit of passage-ways among them, and rising from the floor in three tiers, each seven feet high. This building is the donation of a friend whose benefactions are numerous, but whose name, according to his own wish, seldom is seen in our announcements. On the inside is placed the following inscription: “In memory of | Jacob Paul Jones | 1806–1885 | whose munificent gift | of his estate | has enabled this College | to develop the design | of its founders. | 1912.” One tier of cases has been provided by the donations of other friends.

The reading room of the Union was not furnished with the rest of the building. Through the care of the donor to have every detail appropriate and tasteful, and the aid of others of our friends, we are able to point to a handsomely furnished room worthy to be seen with the rest of the Hall. It is becoming more and more evident how useful a place the Union fills in our College life.

The Class of 1912, just graduating, left us as a present to the College, a gateway at the entrance to the grounds near the house of the President.

The Class of 1887 has donated an appropriate entrance to the south porch of Founders
Hall consisting of granite steps and a cement platform, permanently supported by iron beams.

In addition to these donations for material purposes, we are pleased to record an addition of $23,355 to the John Farnum Brown Fund for Bible Study and Religious Teaching. This fund now amounts to $210,000. The salaries of Rufus M. Jones and Henry J. Cadbury are now entirely covered by this fund and part of that of the President.

The College has been growing of recent years, not every year, but in the main steadily. This has come about without any lowering of our published requirements and with an increasing stringency in our demands for fidelity to our standards for entrance, for promotion from class to class and for graduation. The gain in numbers therefore represents a gain in public appreciation which is likely to be permanent. We are, consequently, confronted with the alternative, either of fixing a maximum attendance, with still greater rigidity of requirements, or of increasing our dormitory capacity. It seems to me desirable at present to proceed in the latter direction, either by the adaptation of some building now rented, to the needs of the students, or by adding one or more sections to Lloyd Hall. The former plan would be temporary and not very satisfactory either for disciplinary or
economical reasons. If possible it would be desirable, therefore, to look towards the erection, ready for use in the fall of 1913, of at least one additional section of Lloyd Hall, accommodating eight students and costing from $10,000 to $12,000.

The alternative plan for entrance spoken of in my last report went into effect with the examinations for the current year. It will be noted that the purpose of this plan was to offer to well-prepared candidates, more especially those who decided to come to Haverford within a year of the time of admission, an opportunity to present a complete school record for four years, and be examined on those advanced subjects which would be a fair test of their fitness to our work, without the necessity of taking in detail every one of the more elementary subjects which they had laid aside two or more years before.

The present fall eighteen candidates availed themselves of this opportunity. Owing to a misunderstanding, perhaps natural under the circumstances, some assumed that this meant an ordinary school certificate on the unexamined subjects, with the liberty of trying the others and being conditioned on the failures. This was not the purpose of the plan. It was intended to require that all the main subjects of examination should be presented at one time and all passed creditably, so that the students should enter without any conditions.
The forthcoming catalogue, it is intended, shall add such explanations as our experience shows are needed to make the plan efficient. At present it seems probable that as soon as the boys and their teachers find that it is not an easier way to be admitted, it will accomplish its purpose. There is little or nothing to be gained by the average boy, who can take preliminary examinations in the usual order, accepting the new plan.

During the year ending Ninth month 30th, there were added to the Library 1,780 volumes, of which 988 were bought, 170 were gifts from various persons, 22 were for the William H. Jenks collection, 11 were exchanges for duplicates, 318 came from the United States government "on deposit," and 271 were periodicals and pamphlets bound. The total number of bound volumes in the Library on the above date was 59,358.

During the year 8,559 volumes were withdrawn for use outside the building. Of this number 4,579 were withdrawn by students, 2,361 by members of the Faculty and others connected with the College, 778 by residents on the College grounds and in the neighborhood, and 841 were withdrawn for use over night. Owing to the employment of the open-shelf system, it is not possible to record the volumes used within the building.

The Library is under obligations to many friends for gifts.
On Tenth month 25th was held a meeting in the Union to announce the opening of the new Hall for Chemistry. Dr. Edgar F. Smith, Provost of the University of Pennsylvania, and a chemist of distinction, made the principal address. After speaking of the practical uses of laboratories, he closed in these words which are worthy to be perpetuated:

"I am sure that you will now agree that my contention that the chemical laboratory is near to us has been demonstrated, but I can't conclude without expressing my personal gratification to you, President Sharpless, and to those in authority at Haverford, for the new laboratory opened officially to its students this day. I regard it as an evidence of the appreciation in which you hold your Professor of Chemistry. I take it to be your way of expressing to him the confidence he has won by his long period of devoted service to the College and her sons. I have known Dr. Hall longer than you have known him,—we were friends in student days when his brilliant experimental work received the hearty commendation of our German professors, and later as a Fellow in Johns Hopkins, where his industry and keen insight into most perplexing problems aided President Remsen in founding his splendid school of research. In all these years Dr. Hall has given himself so entirely to his subject that his knowledge of it has become profound. As a teacher I do not
exaggerate when I say that he is second to none. In his old laboratory, while quietly solving numerous problems of research, he has given unreservedly and unstintedly of himself to his pupils, believing their life-preparation to be his first duty, and how many there are at this moment, deep in the industries, who owe their successes to his watchful care, to his honest, hearty teachings. At the present moment the one chemist of our country upon whom the venerable and honored universities of the old world are showering academic honors to overflowing—the first and only American to deliver the Faraday lecture—is the brilliant and inimitable experimenter—Theodore William Richards—whose early lessons in chemistry were received from Dr. Hall in your old building. One such product, shedding glory and good report upon alma mater and teacher alike, is well worth the effort of years. Well may you be proud of teacher and pupil, and those of us without the fold will cheerfully add our congratulations and unite with you in prayers that as future classes gather in the new laboratory, they may gain not only a better insight into nature, achieve honor and reputation for themselves and Haverford, but that in so doing they may realize more forcibly than ever that back of all study, back of all research, stands God who kindly reveals and unfolds His thoughts in every phenomenon of nature. To His service
and His glory may all future labors in the new laboratory be dedicated."

The "progressive movement" has invaded education. At a recent meeting of the High School section of the National Education Association, a definite plan was formulated and presented to the colleges. This involves serious changes in the requirements for admission to college. Practically the high schools ask that any subject they choose to teach shall be accepted by the colleges as satisfactory. Such matters as the manual and mechanic arts, household science and commercial subjects are specially mentioned. To make room for them, foreign languages may be reduced to two years' study of one modern language or in some cases omitted altogether. In certain contingencies no mathematics is to be required. The argument is that many students of the public schools, either from intellectual limitations or the exigencies of early life, are deprived of the advantage of studying the college subjects till too late to make the necessary preparations and hence their ambition is checked and their opportunities lost. If every student who successfully completes a four years' high school course, would thereby be admitted to college many a boy and girl would find a way to get there.

The attitude towards this demand has been varied. Some colleges, like Cornell and
PRESIDENT'S REPORT.

Chicago, have partially yielded, accepting such students on probation. The most of the older ones have not as yet modified their standards. The result will probably be that two sorts of colleges will develop. There will be some which will recognize this popular "vocational" demand and will introduce courses where these subjects may be continued. There will be others which will consider, as in the past, the disciplinary and cultural value of studies and their relation to college work and will refuse to modify seriously the present conditions. They will feel that to make scholars it will be necessary to have the proper foundation, and that the failure to have acquired a fair amount of linguistic and scientific attainment in school is almost fatal to high scholarship in the college. It would mean, moreover, that elementary subjects would have to be taken up after admission and the work in the "practical" subjects would be useless in this relation.

Haverford is likely to adhere to the idea that a boy upon entrance is better off with Latin and mathematics for effective college work than with bookkeeping and manual training. If other colleges choose to think otherwise they will be performing a useful work in harmony with present American demands, and need receive no criticism; but it is hardly our function. Our primary duty is to preserve the standards and quality of our graduates as men.
and scholars, and we shall have plenty of patronage to satisfy our modest demand from those who want our instruction. We believe that our graduates, even when tested by the standards of "practical" ability and efficiency, will justify our course.

Isaac Sharpless.
PUBLICATIONS OF THE FACULTY
1911-1912

Operative Surgery on the Nasal Septum. Medical Times, New York, September, 1912. (Reprint.)


Old English Ballads in the School. The English Journal, April, 1912.


Kelsey, Rayner W. (Continued)—


## Receipts

<table>
<thead>
<tr>
<th>Fund</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>General Endowment Fund</td>
<td>$4,920.36</td>
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<tr>
<td>Thomas P. Cope Fund</td>
<td>287.13</td>
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<td>Edward Yarnall Fund</td>
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<td>Alumni Library Fund</td>
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<td>Isaiah V. Williamson Fund</td>
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<tr>
<td>John M. Whitall Fund</td>
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<tr>
<td>Richard T. Jones Scholarship Fund</td>
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<tr>
<td>David Scull Fund</td>
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<td>Edward L. Scull Fund</td>
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<td>Wistar Morris Memorial Fund</td>
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<td>Mary Farnum Brown Library Fund</td>
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<td>Mary M. Johnson Scholarship Fund</td>
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<td>Sarah Marshall Scholarship Fund</td>
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<tr>
<td>Israel Franklin Whitall Fund</td>
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<td>Jacob P. Jones Endowment Fund</td>
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<tr>
<td>Clementine Cope Fellowship Fund</td>
<td>1,320.82</td>
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<tr>
<td>John Farnum Brown Fund for Bible Study and Religious Teaching</td>
<td>8,160.79</td>
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<td>Ellen Waln Fund</td>
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<td>Clementine Cope Endowment Fund</td>
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<tr>
<td>Nathan Branson Hill Trust</td>
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<tr>
<td>Thomas Shipley Fund</td>
<td>229.50</td>
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<td>Elliston P. Morris Fund</td>
<td>46.75</td>
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<tr>
<td>Joseph E. Gillingham Fund</td>
<td>2,449.79</td>
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**HAVERFORD COLLEGE.**

<table>
<thead>
<tr>
<th>Fund Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>President Sharpless Fund</td>
<td>$2,163.18</td>
</tr>
<tr>
<td>Henry Norris Fund</td>
<td>209.92</td>
</tr>
<tr>
<td>John B. Garrett Reading Prize Fund</td>
<td>73.50</td>
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<tr>
<td>William P. Henszey Fund</td>
<td>1,794.52</td>
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<td>Jacob P. Jones Benefit Fund</td>
<td>2,784.29</td>
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<td>Pliny Earle Chase Memorial Fund</td>
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<tr>
<td>Special Library Fund</td>
<td>245.00</td>
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<td>Haverford College Pension Fund</td>
<td>218.33</td>
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<tr>
<td>Infirmary Endowment Fund</td>
<td>181.63</td>
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<tr>
<td>John W. Pinkham Fund</td>
<td>180.68</td>
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<td>Justus C. Strawbridge Fund</td>
<td>490.00</td>
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| Total                                             | $78,235.74 |

<table>
<thead>
<tr>
<th>Group Name</th>
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<td>Board and tuition, cash</td>
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<td>Board and tuition for succeeding year</td>
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<td>Board of professors</td>
<td>1,035.90</td>
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<tr>
<td>Rents</td>
<td>3,300.00</td>
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<td>Stationery, etc</td>
<td>1,444.02</td>
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<tr>
<td>Farm</td>
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<tr>
<td>Income credited to Contingent Account</td>
<td>597.79</td>
</tr>
<tr>
<td>Receipts for account of previous years</td>
<td>620.08</td>
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<tr>
<td>Proceeds of real estate sold for account of Jacob P. Jones Endowment Fund</td>
<td>64,468.61</td>
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<tr>
<td>Interest refunded by Mortgage Trust Co.</td>
<td>1,076.75</td>
</tr>
</tbody>
</table>

| Donations:                                      |            |
| For new Science Hall and equipment             | $10,815.00 |
| To increase John Farnum Brown Fund             | 23,355.41  |
| For Library improvements                       | 11,530.00  |
| For Infirmary Endowment Fund                   | 5,555.35   |
| For salaries, scholarships, etc                 | 2,835.02   |
|                                                  | 54,090.78  |

| Money borrowed temporarily                     | 199,000.00 |

| Investments realized:                          |            |
| General Endowment Fund                         | $8,000.00  |
| Thomas P. Cope Fund                            | 500.00     |
TREASURER'S REPORT.

Alumni Library Fund....................... $1,000.00
Isaiah V. Williamson Fund................ 1,000.00
John M. Whitall Fund...................... 3,000.00
David Scull Fund.......................... 8,500.00
Edward L. Scull Fund...................... 500.00
Mary Farnum Brown Library Fund.......... 6,000.00
Jacob P. Jones Endowment Fund........... 74,087.00
Clementine Cope Fellowship Fund.......... 1,500.00
Jacob P. Jones Benefit Fund............. 3,500.00
Haverford College Pension Fund........... 300.00

$107,887.00

Balance on hand Eighth month 31st, 1911:
In the hands of the President............ $1,683.35
In the hands of the Treasurer............ 283.95

1,967.30

$580,705.84

PAYMENTS.

Salaries................................... $55,651.50
Provisions................................ 19,426.31
Wages...................................... 13,371.32
Repairs and improvements................ 6,763.24
Fuel and lights.......................... 7,082.34
Interest.................................. 3,245.36
Family expenses and furniture........... 3,046.64
Lawn and garden.......................... 3,487.39
Taxes...................................... 2,284.77
Incidentals................................ 422.11
Scientific equipment...................... 547.04
Gymnasium, etc............................ 350.51
Printing and advertising............... 1,455.28
Insurance................................ 333.30
Books, etc., from income Alumni Library Fund 811.10
Books, etc., from income Special Library Fund. 196.00
Books, etc., from income Mary Farnum Brown
Library Fund............................... 1,029.52
Lectures from income Mary Farnum Brown Library Fund........................ $475.00
Lectures from income Thomas Shipley Fund.................. 175.00
Annuity from Pliny Earle Chase Memorial Fund ................ 100.00
Prizes from income John B. Garrett Reading Prize Fund .......................... 34.05
Prizes from income John Farnum Brown Fund .................. 38.03
Expense of Summer School from Income Special Endowment Fund ................. 980.00

$121,305.81

Scholarships and Fellowships:
Income General Endowment Fund .................. $1,500.00
Income Thomas P. Cope Fund .................. 200.00
Income Edward Yarnall Fund .................. 300.00
Income Isaiah V. Williamson Fund .................. 900.00
Income Richard T. Jones Scholarship Fund .................. 225.00
Income Mary M. Johnson Scholarship Fund .................. 300.00
Income Sarah Marshall Scholarship Fund .................. 350.00
Income Jacob P. Jones Endowment Fund .................. 9,200.00
Income Clementine Cope Fellowship Fund .................. 1,800.00
Income Joseph E. Gillingham Fund .................. 800.00

15,575.00

Paid out of Donation Account:
For new Science Hall and equipment .................. $9,619.38
For Library improvements .................. 7,103.40
For salaries, scholarship, etc .................. 2,840.01

19,562.79

Paid temporarily on account of loans, out of funds awaiting investment .................. 157,500.00

Investments made:
General Endowment Fund .................. $8,450.00
Thomas P. Cope Fund .................. 900.00
Alumni Library Fund .................. 936.25
Isaiah V. Williamson Fund .................. 950.00
John Farnum Memorial Fund .................. 698.75
John M. Whitall Fund .................. 3,308.75
**TREASURER'S REPORT.**

<table>
<thead>
<tr>
<th>Fund</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Scull Fund</td>
<td>$8,426.25</td>
</tr>
<tr>
<td>Mary Farnum Brown Library Fund</td>
<td>5,781.25</td>
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<td>Jacob P. Jones Endowment Fund</td>
<td>162,280.00</td>
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<td>Clementine Cope Fellowship Fund</td>
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<tr>
<td>John Farnum Brown Fund for Bible Study and Religious Teaching</td>
<td>25,270.00</td>
</tr>
<tr>
<td>President Sharpless Fund</td>
<td>500.00</td>
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<td>Henry Norris Fund</td>
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<tr>
<td>Jacob P. Jones Benefit Fund</td>
<td>22,536.25</td>
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<tr>
<td>Haverford College Pension Fund</td>
<td>9,210.00</td>
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<tr>
<td>Infirmary Endowment Fund</td>
<td>8,890.50</td>
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<tr>
<td>John W. Pinkham Fund</td>
<td>4,980.00</td>
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<tr>
<td></td>
<td><strong>$264,554.25</strong></td>
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</tbody>
</table>

Balance on hand Eighth month 31, 1912:

| In the hands of the President                | $2,051.69  |
| In the hands of the Treasurer                | 156.30     |
|                                                | **2,207.99** |
|                                                | **$580,705.84** |
FINANCIAL STATEMENT

For the Year ending Eighth month 31st, 1912

Expenses of running the College, as per foregoing statement of the Treasurer.................................. $121,305.81
Charged off for cost of barn and President Sharpless's house improvements for last year and this........ 6,000.00

$127,305.81

Net cash receipts for board and tuition, rents, farm and from all other sources connected with the business of the College........................................... 57,261.57

Leaving a deficiency of ........................................ $70,044.24

Income from Invested Funds and Donations applicable to Scholarships and running expenses........... 69,921.96

Leaving net deficiency for the year......................... $122.28

REPORT ON EACH FUND

THOMAS P. COPE FUND.

Founded 1842.

Par value of invested funds.................................. $6,000.00
Principal uninvested........................................... 90.36

Total fund....................................................... $6,090.36
Income overdrawn at beginning of year................. $48.63
Income received during the year......................... 287.13

238.50

Paid for the Thomas P. Cope Scholarships............. 200.00

Income on hand at end of the year......................... $38.50
TREASURER'S REPORT.

GENERAL ENDOWMENT FUND.
Established 1847 and increased from time to time since.
Par value of invested funds $104,100.00
Principal uninvested 122.62

Total fund $104,222.62
Income received during the year 4,920.36
Paid for scholarships $1,500.00
Paid for general college expenses 3,420.36

EDWARD YARNALL FUND.
Founded 1860.
Par value of invested funds $6,100.00
Principal uninvested 47.46

Total fund $6,147.46
Income on hand at beginning of year $97.70
Income received during year 300.80

$398.50
Paid for the Edward Yarnall Scholarships 300.00

Income on hand at end of year $98.50

ALUMNI LIBRARY FUND.
Established by the Alumni Association, 1863.
Par value of invested funds $18,650.00
Principal uninvested 153.12

Total fund $18,803.12
Income overdrawn at beginning of year $13.83
Income received during the year 826.07

$812.24
Paid for books, etc. 811.10

Income on hand at end of year $1.14

35
HAVERFORD COLLEGE.

ISAIAH V. WILLIAMSON FUND.
Founded 1876 and increased 1883.
Par value of invested funds. $21,800.00
Principal uninvested. 331.80
Total fund. $22,131.80
Income on hand at beginning of year. $266.59
Income received during the year. 951.56
1,218.15
Paid for scholarships. 900.00
Income on hand at end of year. $318.15

JOHN FARNUM MEMORIAL FUND.
Established 1878, increased by Legacy of Elizabeth H. Farnum in 1899.
Par value of invested funds. $41,200.00
Principal uninvested. 75.30
Total fund. $41,275.30
Income received during the year. 1,912.01
Paid toward support of Chair endowed by this fund. 1,912.01

JOHN M. WHITALL FUND.
Founded in 1880.
Par value of invested funds. $10,500.00
Principal uninvested. 220.46
Total fund. $10,720.46
Income received during the year. 502.63
Appropriated for salaries. 502.63

RICHARD T. JONES SCHOLARSHIP FUND.
Founded by Will of Jacob P. Jones, 1885.
Par value of the fund. $5,000.00
Income received during the year. 225.00
Paid for Richard T. Jones Scholarship. 225.00
### DAVID SCULL FUND.
*Founded 1885.*
- Par value of invested funds: $47,200.00
- Principal uninvested: 116.12
- **Total fund:** $47,316.12
- Income received during the year: 1,883.67
- Paid toward salaries, etc.: 1,883.67

### EDWARD L. SCULL LEGACY.
*Received in 1885.*
- Par value of invested funds: $1,600.00
- Principal uninvested: 597.48
- **Total fund:** $12,197.48
- Income received during the year: 555.41
- Appropriated for salaries: 555.41

### WISTAR MORRIS MEMORIAL FUND.
*Founded 1892.*
- Par value of invested funds: $5,000.00
- Income received during the year: 208.26
- Appropriated for salaries: 208.26

### MARY FARNUM BROWN LIBRARY FUND.
*Founded 1892.*
- Par value of invested funds: $34,400.00
- Amount uninvested: 355.14
- **Total fund:** $34,755.14
- Income received during the year: $1,609.35
- Income overdrawn at beginning of year: 153.36
  - **Total income overdrawn:** 1,455.99
- Income appropriated for books, etc.: $1,029.52
- Income appropriated for lectures: 475.00
  - **Total income appropriated:** 1,504.52
- Income overdrawn at end of year: **$48.53**
MARY M. JOHNSON SCHOLARSHIP FUND.

Founded 1897.

Par value of invested funds: $8,000.00
Amount uninvested: 395.00

Total fund: $8,395.00
Income on hand at beginning of year: $49.40
Income received during the year: 371.06

Paid for Mary M. Johnson Scholarships: 350.00

Income on hand at end of year: $70.46

SARAH MARSHALL SCHOLARSHIP FUND.

Founded 1897.

Par value of invested funds: $7,700.00
Amount uninvested: 71.19

Total fund: $7,771.19
Income on hand at beginning of the year: $144.67
Income received during the year: 353.21

Paid for Sarah Marshall Scholarships: 300.00

Income on hand at end of the year: $197.88

ISRAEL FRANKLIN WHITALL FUND.

Founded 1896.

Par value of invested funds: $12,500.00
Amount uninvested: 46.87

Total fund: $12,546.87
Income received during the year: 594.77
Appropriated for salaries: 594.77
TREASURER'S REPORT.

JACOB P. JONES ENDOWMENT FUND.

Founded 1897.

Par value of invested funds. $849,700.00
Amount uninvested. 2,333.55

Total fund. $852,033.55
Income received during the year. $39,855.86
Appropriated for scholarships. $9,200.00
Appropriated for general expenses. 30,655.86

$39,855.86

CLEMENTINE COPE FELLOWSHIP FUND.

Founded 1899.

Par value of invested funds. $24,600.00
Amount uninvested. 607.45

Total fund. $25,207.45
Income on hand at beginning of the year. $1,895.51
Income received during the year. 1,320.82

Paid for fellowships. 1,800.00

Income on hand at end of year. $1,416.33

JOHN FARNUM BROWN FUND FOR BIBLE STUDY AND RELIGIOUS TEACHING.

Founded 1900 and increased later.

Par value of invested funds, all invested. $210,700.00

Income received during the year. $8,160.79
Income appropriated for salaries. $7,000.00
Income paid for prizes. 38.03
Income transferred to principal. 1,122.76

8,160.79
HAVERFORD COLLEGE.

ELLEN WALN FUND.

Founded 1900.

Par value of invested funds ....................... $11,000.00
Amount uninvested .................................. 97.10

Total fund ........................................... $11,097.10
Income received during the year .................. 542.88
Income appropriated for general expenses .......... 542.88

CLEMENTINE COPE ENDOWMENT FUND.

Founded 1904.

Par value of invested funds ....................... $31,000.00
Amount uninvested .................................. 108.75

Total fund ........................................... $31,108.75
Income received during the year .................. 1,072.55
Income appropriated for general expenses .......... 1,072.55

THOMAS SHIPLEY FUND.

Founded 1904.

Par value of invested funds ....................... $5,000.00
Amount uninvested .................................. 225.00

Total fund ........................................... $5,225.00
Income on hand at beginning of the year .......... $656.50
Income received during the year .................. 229.50

Income appropriated for lectures .................. 175.00

Income on hand at end of the year ................. $711.00

NATHAN BRANSON HILL TRUST.

Fund Established in 1904, held in trust by Minneapolis Trust Company, Minneapolis, Minn.

Income received during the year .................. $10.15
Income appropriated for general expenses .......... 10.15
TREASURER'S REPORT.

ELLISTON P. MORRIS FUND.

Founded 1906.

Par value of invested funds.......................... $1,000.00
Amount uninvested.................................. 188.75

Total fund........................................... $1,188.75
Income on hand at beginning of year.............. $99.03
Income received during the year.................. 46.75

Income on hand at end of the year................ $145.78

JOSEPH E. GILLINGHAM FUND.

Founded 1907.

Par value of invested funds........................ $53,000.00
Amount uninvested.................................. 117.25

Total fund........................................... $53,117.25
Income received during the year.................. 2,449.79
Income appropriated for scholarships............ $800.00
Income appropriated for general expenses.... 1,649.79

Income added to Haverford College Pension Fund... 2,449.79

PRESIDENT SHARPLESS FUND.

Founded 1907.

Par value of invested funds........................ $44,000.00
Amount uninvested.................................. 124.69

Total fund........................................... $44,124.69
Income received during year...................... 2,163.18
Income added to Haverford College Pension Fund.. 2,163.18
HAVERFORD COLLEGE.

HENRY NORRIS FUND.
Founded 1907.
Par value of invested funds: $5,000.00
Amount uninvested: 35.17
Total fund: $5,535.17
Income received during year: 209.92
Income appropriated for general expenses: 209.92

JOHN B. GARRETT READING PRIZE FUND.
Founded 1908.
Par value of fund, all invested: $2,000.00
Income on hand at beginning of year: $188.72
Income received during the year: 73.50
262.22
Paid during the year for prizes: 34.05
Income on hand at end of the year: $228.17

WILLIAM P. HENZOEY FUND.
Founded 1908 by Gift. Increased 1909 by Legacy.
Par value of invested funds: $36,500.00
Principal uninvested: 150.60
Total fund: $36,650.60
Income received during the year: 1,794.52
Income added to Haverford College Pension Fund: 1,794.52

JACOB P. JONES BENEFIT FUND.
Founded 1909 from proceeds of land sold for account Jacob P. Jones Legacy.
Par value of invested funds: $63,900.00
Amount uninvested: 368.69
Total fund: $64,268.69
Income received during the year: 2,784.29
Income added to Haverford College Pension Fund: 2,784.29
### TREASURER'S REPORT.

#### PLINY EARLE CHASE MEMORIAL FUND.

**Founded 1909.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Par value of invested funds</td>
<td>$4,300.00</td>
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<tr>
<td>Amount uninvested</td>
<td>90.24</td>
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<tr>
<td>Total fund</td>
<td>$4,390.24</td>
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<tr>
<td>Income received during the year</td>
<td>214.31</td>
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<tr>
<td>Income paid to annuitant</td>
<td>$100.00</td>
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<tr>
<td>Income added to Haverford College Pension Fund</td>
<td>114.31</td>
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#### SPECIAL ENDOWMENT FUND.

**Founded 1909.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Par value of funds, all invested</td>
<td>$12,000.00</td>
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<tr>
<td>Income on hand at the beginning of year</td>
<td>490.00</td>
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<tr>
<td>Income received during the year</td>
<td>490.00</td>
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<tr>
<td>Paid toward Expenses of Summer School</td>
<td>980.00</td>
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#### SPECIAL LIBRARY FUND.

**Founded 1910.**

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Par value of fund, all invested</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Income on hand at beginning of the year</td>
<td>$26.87</td>
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<tr>
<td>Income received during the year</td>
<td>245.00</td>
</tr>
<tr>
<td>Income used for purchase of books, etc.</td>
<td>196.00</td>
</tr>
<tr>
<td>Income on hand at end of the year</td>
<td>$75.87</td>
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</table>

#### HAVERTFORD COLLEGE PENSION FUND.

**Founded 1910.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Par value of invested funds</td>
<td>$15,400.00</td>
</tr>
<tr>
<td>Principal uninvested</td>
<td>677.29</td>
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<tr>
<td>Total fund</td>
<td>$16,077.29</td>
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<td>Income received during the year</td>
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<td>Income added to the principal</td>
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HAVERFORD COLLEGE.

INFIRMARY ENDOWMENT FUND.

Founded 1911.

Par value of invested funds.......................... $9,000.00
Amount uninvested.................................. 577.14

Total fund............................................. $9,577.14
Income received during year......................... 181.63
Income transferred to principal.................... 181.63

JOHN W. PINKHAM FUND.

Founded 1911.

Par value of invested funds.......................... $5,000.00
Amount uninvested.................................. 20.00

Total fund............................................. $5,020.00
Income on hand at the beginning of year........... $32.78
Income received during year......................... 180.68

Income transferred to principal account Infirmary Endowment Fund.................. 213.46

JUSTUS C. STRAWBRIDGE FUND.

Founded 1911.

Par value of fund, all invested..................... $10,000.00
Income received during the year.................... 490.00
Income appropriated for general expenses........ 490.00

SUMMARY OF THE FUNDS.

General Endowment Fund.............................. $104,222.62
Thomas P. Cope Fund................................ 6,090.36
Edward Yarnall Fund................................ 6,147.46
Alumni Library Fund................................ 18,803.12
Isaiah V. Williamson Fund......................... 22,131.80
John Farnum Memorial Fund......................... 41,275.30
John M. Whitall Fund............................... 10,720.46
Richard T. Jones Scholarship Fund................ 5,000.00
TREASURER'S REPORT.

David Scull Fund. ........................................... $47,316.12
Edward L. Scull Fund ........................................... 12,197.48
Wistar Morris Memorial Fund ...................................... 5,000.00
Mary Farnum Brown Library Fund ................................... 34,755.14
Mary M. Johnson Scholarship Fund .................................... 8,395.00
Sarah Marshall Scholarship Fund .................................... 7,771.19
Israel Franklin Whitall Fund ....................................... 12,546.87
Jacob P. Jones Endowment Fund ................................... 852,033.55
Clementine Cope Fellowship Fund ................................... 25,207.45
John Farnum Brown Memorial Fund for Bible Study and Religious Teaching ................................... 210,700.00
Ellen Waln Fund .................................................. 11,097.10
Clementine Cope Endowment Fund .................................... 31,108.75
Thomas Shipley Fund ................................................ 5,225.00
Elliston P. Morris Fund ........................................... 1,188.75
Joseph E. Gillingham Fund ......................................... 53,117.25
President Sharpless Fund .......................................... 44,124.69
Henry Norris Fund ................................................. 5,535.17
John B. Garrett Reading Prize Fund ................................ 2,000.00
William P. Henszey Fund ........................................... 36,650.60
Jacob P. Jones Benefit Fund ....................................... 64,268.69
Pliny Earle Chase Memorial Fund ................................... 4,390.24
Special Endowment Fund ............................................ 12,000.00
Special Library Fund ................................................ 5,000.00
Haverford College Pension Fund ................................... 16,077.29
Infirmary Endowment Fund ......................................... 9,577.14
John W. Pinkham Fund .............................................. 5,020.00
Justus C. Strawbridge Fund ........................................ 10,000.00

Total par value ..................................................... $1,746,694.59

being $115,228.14 more than reported one year ago, as follows:
Proceeds of real estate sold for account of Jacob P. Jones Endowment Fund ................................... $64,468.61
Gifts to increase the John Farnum Brown Fund for Bible Study and Religious Teaching ................................ 23,355.41
Income added to Haverford College Pension Fund .................. 7,074.63
Unused income credited to principal ................................ 1,517.83
HAVERFORD COLLEGE.

Gifts to establish the Infirmary Endowment Fund........ $5,554.35
Premiums on bonds sold and discount on bonds bought...... 11,582.75
Income credited to principal for Contingent Account...... 597.79
Interest refunded by Mortgage Trust Company............. 1,076.75

Total increase as above................................. $115,228.14

We have made a careful examination of the cash book and accounts of the Treasurer of The Corporation of Haverford College for the year ending Eighth month 31st, 1912, and find them to agree with the statement of receipts and payments shown in the foregoing account. We have seen proper vouchers and receipts for all disbursements.

The cash balance in the hands of the Treasurer at the end of the fiscal year was $156.30 as stated.

(Signed)  
J. HENRY SCATTERGOOD,  
MORRIS E. LEEDS,  
Auditing Committee.

PHILADELPHIA, Tenth month 3d, 1912.

We have examined the securities belonging to The Corporation of Haverford College Eighth month 31st, 1912, and find them to agree with the foregoing statement of the Treasurer.

(Signed)  
J. STOGDELL STOKES,  
JONATHAN M. STEERE,  
Auditing Committee.

PHILADELPHIA, Tenth month 2d, 1912.
GIFTS OF BOUND VOLUMES TO
THE LIBRARY
1911-1912

Dr. A. S. Bolles .......................................................... 35
Norman Penney, Librarian ........................................... 14
Mrs. W. W. Baker ....................................................... 7
Lucy B. Roberts ....................................................... 5
T. W. Backhouse ....................................................... 11
Geological Survey of New Jersey .................................. 4
Rufus M. Jones .......................................................... 4
Smithsonian Institution ............................................... 3
F. K. Walter ............................................................ 3
G. and E. C. Peirce .................................................... 2
M. L. Cooke ............................................................. 2
Francis B. Gummere .................................................. 2

And many others, one each, besides many pamphlets and reports.
CASH DONATIONS FOR THE YEAR ENDING 8th MONTH 31st, 1912

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DONATIONS.

H. G. Taylor, Jr. ........................................ $10.00
H. W. Taylor ........................................... 2.00
K. P. A. Taylor ........................................ 3.00
N. H. Taylor ........................................... 20.00
Allen C. Thomas ...................................... 10.00
Arthur H. Thomas .................................... 10.00
H. M. Thomas, Jr. .................................... 5.00
L. V. H. Thomas ....................................... 2.00
F. O. Tostenson ........................................ 5.00
Triangle Society ...................................... 500.00
Edgar E. Trout ........................................ 5.00
J. V. Van Sickle ....................................... 2.00
Samuel M. Vauclain ................................... 500.00
George Vaux, Jr. ..................................... 25.00
Charles Wadsworth, 3d. ............................... 10.00
David Wallerstein .................................... 5.00
E. Wallerstein, Jr. .................................. 5.00
D. Waples ............................................... 5.00
W. C. Webster .......................................... 10.00
W. Nelson L. West .................................... 25.00
John M. Whitall ....................................... 5,000.00
W. H. B. Whitall ..................................... 5.00
Francis A. White ...................................... 100.00
Miles White, Jr. ....................................... 50.00
Henry S. Williams ..................................... 5.00
Parker S. Williams .................................... 500.00
William Mintzer Wills ................................ 10.00
L. R. Wilson .......................................... 10.00
C. Winslow ............................................. 5.00
Asa S. Wing ............................................ 25.00
James D. Winsor ....................................... 20.00
Alexander C. Wood, Jr. ............................... 25.00
George Wood ........................................... 100.00
Gilbert C. Wood ....................................... 10.00
James Wood ............................................ 100.00
L. Hollingsworth Wood ............................... 10.00
Richard J. White ..................................... 50.00
Dr. W. Wellington Woodward ....................... 5.00
### HAVERFORD COLLEGE.

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<td>G. K. Wright</td>
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<tr>
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<td>Arthur R. Yearsley</td>
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<td>C. O. Young</td>
<td>$5.00</td>
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<tr>
<td>Wilmer J. Young</td>
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**Total donations** ........................................... $54,090.78
## SCHEDULE OF RECITATIONS FOR THE COLLEGIATE YEAR 1911-1912

**a = First Half-year.  b = Second Half-year.**

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<td>Latin I</td>
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| **THIRD-DAY** |        |        |        |        |        |        |        |
| Eng. IXa | Eng. Xb | Eng. XIIIb |@a=Chem. I, III, IV, V, Lab. |@a=Biol. III Lab. |@b=German IIIa | German IVb | German IIIa | German IVb | German IVb | German IVb | German I | German IVb | German I |
| Engagement | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting |

| **FOURTH-DAY** |        |        |        |        |        |        |        |
| Eng. IXa | Eng. Xb | Eng. XIIIb |@a=Chem. II, III, IV, V Lab. |@a=Biol. III Lab. |@b=German IIIa | German IVb | German IIIa | German IVb | German IVb | German IVb | German I | German IVb | German I |
| Engagement | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting |

| **FIFTH-DAY** |        |        |        |        |        |        |        |
| Eng. IXa | Eng. Xb | Eng. XIIIb |@a=Chem. II, III, IV, V Lab. |@b=Phys. VII Lab. |@b=German IIIa | German IVb | German IIIa | German IVb | German IVb | German IVb | German I | German IVb | German I |
| Engagement | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting |

| **SIXTH-DAY** |        |        |        |        |        |        |        |
| Eng. IXa | Eng. Xb | Eng. XIIIb |@a=Chem. II, III, IV, V Lab. |@b=Phys. VII Lab. |@b=German IIIa | German IVb | German IIIa | German IVb | German IVb | German IVb | German I | German IVb | German I |
| Engagement | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting |

| **SEVENTH-DAY** |        |        |        |        |        |        |        |
| Eng. IXa | Eng. Xb | Eng. XIIIb |@a=Chem. II, III, IV, V Lab. |@b=Phys. VII Lab. |@b=German IIIa | German IVb | German IIIa | German IVb | German IVb | German IVb | German I | German IVb | German I |
| Engagement | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting | Meeting |

The following unscheduled courses were offered for 1911-12, the hours for which were arranged to suit the programs of the students electing said courses: Greek I, Latin I, Eng. IV, Eng. VII, German V, German VI, French V, Math. Ic, Math. IIIc, Bib. Lit. I, Bib. Lit. V, Biol. IXb, Latin A.

STATED MEETING OF THE CORPORATION
AND OF THE MANAGERS

The Annual Meeting of "The Corporation of Haverford College" is held on the second Third-day in the Tenth month, at 3 o'clock P.M.

The Stated Meetings of the Managers are held on the third Sixth-day in the First, Third, Fifth, Ninth and Eleventh months.

LEGACIES

The friends of the College, including former students, and all who are interested in the promotion of sound learning, are invited to consider the College in the disposition of their estates by will.

FORM OF LEGACY

I give and bequeath (if personal)—devise (if real)—to "The Corporation of Haverford College," the sum of...

(or if real estate, describe it)...

to have and to hold to them, their successors and assigns, to the use of the said "The Corporation of Haverford College," their successors and assigns.

56
OFFICERS OF THE ALUMNI ASSOCIATION

President—Parker S. Williams, '94.

Vice-Presidents—Miles White, '75.
    Stanley R. Yarnall, '92.

Treasurer—Alfred G. Scattergood, '98.

Secretary—Joseph H. Haines, '98.

Executive Committee—Edward T. Comfort, '78.
    Horace E. Smith, '86.
    J. Stogdell Stokes, '89.
    J. Henry Scattergood, '96.
    William W. Justice, Jr., '00.
    John L. Scull, '05.
    William H. Roberts, Jr., '12.

As an experiment for the present year, it has been decided by a special committee appointed by the Executive Committee of the Alumni Association, that the alumni take charge of the December and March numbers of the Haverford College Bulletin. Haverford graduates have felt for some time that there should be an organ
wholly or partially devoted to their needs,—some medium through which opinions might be made known and definite policies crystallized and circulated. They felt also that Haverfordians should be enabled to publish their views, without airing any debatable features for the benefit of non-Haverfordians.

Accordingly, this number of the Bulletin makes its appearance, published through the old medium but under new control,—that of the Executive Committee and its branch committee. A copy will be sent to every alumnus, and all Haverfordians are urged to communicate with the editor on any subjects of alumni import which they desire to be made known in the number which shall appear next March. To become effective, the Haverford spirit must express itself.

Any communications will be welcomed by the editor. They must be sent not later than February 15, 1913, addressed to The Editor of the Alumni Bulletin, Haverford College, Haverford, Pa.

We print below a letter from the secretary of the Alumni Association. The idea is a welcome one, and has already been tried successfully. On Monday, November 25th, J. Stogdell Stokes, '89, Alfred G. Scattergood, '98, and John L. Scull, '05, made such a visit. They dined at the College and met many of the undergraduates.

Visiting Committees

In order to carry out the suggestion of last year's special committee as printed in the August number of the College Bulletin, it has been decided, instead of appointing a large visiting committee, to divide the Executive Committee into four groups, serving as centers round which the alumni visiting the College may gather and through whom suggestions may be collected. Each
group is to undertake visiting the College on public occasions for two months in the college year, and adding to its number on each visit such other alumni as may seem suitable. All alumni present may and should consider themselves informally on the committee.

The division has been made as follows:

*November and May.*

- J. S. Stokes, '89, Chairman.
- A. G. Scattergood, '98.
- John L. Scull, '05.

*December and June.*

- H. E. Smith, '86, Chairman.
- Parker S. Williams, '94.
- J. H. Haines, '98.

*January and March.*

- William H. Roberts, Jr., '12.

*February and April.*

- E. T. Comfort, '78, Chairman.
- W. W. Justice, Jr., '00.

Arrangements have been made whereby the chairman of the appropriate group will be informed by the College authorities of all public and semi-public occasions at the College. He will thereupon call together for the visit such alumni as will form a suitable committee. It is hoped, however, that the responsibility for visiting the College will not be narrowed to those so appointed, and all are urged to advise the chairman on duty whenever they are willing to serve as part of the visiting committee.

The College is prepared to welcome these committees and the Executive Committee hope that those acting as visitors will arrange to extend their visits before and after any public exercises, taking supper when possible with the undergraduates and endeavoring to serve as
a medium for the exchange of views between the alumni and the undergraduates.

The visitors have been directed to forward reports in writing to the Executive Committee, and the chairman will be glad to receive suggestions or criticisms from other alumni who have them to offer, and will incorporate such suggestions in his report.

It will be seen from this outline that the Executive Committee prefers to make a trial of the suggestions of last year's special committee, without adding to the machinery or number of the officers of the association. It does not wish to make the visiting committees so large that they will serve to pack the audience, but always to have some official or semi-official representative at the public functions of the College to gather suggestions, opinions and criticisms, and to let the alumni and undergraduates know how each looks at Haverford's problems.

Such a result cannot come from a first trial, but only from the continued, faithful service of those acting on the committees, aided by the whole body of the alumni and undergraduates. And this announcement of the plan is made in order to render such cooperation easy.

Joseph H. Haines, '98,
Secretary of the Alumni Association.

The Present Needs of Haverford

Haverford has of necessity been obliged for fifteen years past to spend its resources largely in material improvements. They were an essential preliminary to any growth. It has not meant to be extravagant in these buildings and has preferred a simple and substantial style of architecture. It has located them somewhat with reference to a pre-arranged plan which has lent itself naturally to our topography and trees.

Even with these conditions our expense in this way
would not have been justified had not there been a corresponding increase of endowment. It is always unprofitable to starve a faculty in order to feed physical improvement. Every new hall means large additional expense, not less than $1,000 a year on an average, and the aggregate increase, as we now very fully recognize, is a heavy burden.

Fortunately for us, the means to carry this have come with the need, and in addition the College has relieved its alumni and friends of certain expenses which in other places they would have had to bear.

If you ask who pays the cricket, football and other coaches, who cares for the playing field, who feeds and entertains the visiting teams, who, in short, carries athletics, the answer would be The College. If you analyze it further you will find that the men who are carrying athletics are, first, Jacob P. Jones, who some quarter of a century ago made Haverford his residuary legatee, and, secondly, a number of liberal gentlemen, some dead, some still living, who have endowed professorships and added to the general funds of the College and whose interest in athletics was secondary or non-existent. Whether we are justified or not in spending their money in a way they hardly contemplated, that is what we are doing; and the same is true of other lines of College activity.

It is proper to preserve a reasonable balance between the expenses for intellectual and physical demands. The more we can turn into the former channel the more permanent good we can accomplish. It seems to me that further gifts should be encouraged to go into lines which will yield permanent results in the intellectual and spiritual lives of the students.

I have several times answered the question—what would I do with a half million or a million dollars if it were given free of all conditions, implied or expressed? My answer has been and still is that I would create four
or eight professorships of $125,000 each and try to fill them with men worth the money. Whether looked upon from the value of the advertisement, or the value of the effect upon the best life of the College, nothing could exceed such an appropriation.

I am not expecting any opportunity of this sort, but it is worth while to keep up an ideal towards which we may work and which may serve as guide for our smaller benefactions.

I. S.

Howard Comfort

One is often told that the list of Haverford graduates is not impressive. To the newspaper reporter and his kind it is distinctly uninteresting. He and his will take little heed of our attempted roll of celebrities; but the student of social conditions, who does not always look to generals and congressmen and millionaires for the promise of national welfare, will lay right stress upon some of the Haverford names and put the right value upon what they represent in real service to the community. A simple record, for example, of the work done by Charles Roberts for his city and for his own people, would outweigh, in any true test, a dozen gorgeous biographies. Here would be what one is tempted to call the right Haverford sort of fame. Here one could read the story of integrity and efficiency and self-sacrifice in public service,—virtutem... verumque laborem. It was just ten years after the star had been added to his name in the catalogue when another untimely death was recorded, another life of great public and private service was closed; and again the sense of loss was tempered by honest pride in the man's achievement. And of him, too, it could be said, though he held no actual office in city or state, that his time and zeal and strength were freely given to the best causes.

Howard Comfort was born at Byberry in the spring of
1850. He was a scholar at Friends’ School, Germantown, at Westtown and at the Friends’ Select School in Philadelphia. In 1866 he entered Haverford College; four years later he took his bachelor’s degree with one of the best classes graduated in that period which has been so ridiculously set down as the dark age. He went at once into business; and during forty years lived the life of an active merchant, adding to the cares of his own counting-room sundry incidental responsibilities as director in other companies, and at last the congenial but exacting duties of president of a national bank. Meanwhile the years had multiplied his activities in public service. A great part of his leisure was given to the performance of hard and at first inconspicuous work on the boards of many charitable, industrial and educational institutions. As this work ceased to be inconspicuous and drew to itself various titles and official dignities, it grew even more hard, more exacting, more burdensome. Manager, secretary, treasurer, chairman of executive committees,—the list is formidable. There can be no question that these duties, self-imposed, were a drain upon his strength and made serious inroads upon his health. But only under stress of persistent appeal was he finally willing to cut down his work, to resign here, to modify there, to give more time to recreation. Twice he recovered from a very critical illness; in the second of these cases only the poise and steadiness of his nature, his real fortitude, the quiet strength, as manifest and constant in his daily life as it was available in the great emergency, brought him through the crisis. He died April 12, 1912, having almost completed his sixty-second year.

The writer of this sketch was at school with Howard Comfort, was his junior in college for two years, knew him in the playing-fields, in the college “secret” society, and, after a long interval, met him in his functions as a Haverford manager, and served with him on sundry committees. It is for others to pay the tribute of intimate friendship;
here shall be put into as clear a view as may be the figure of one whom his schoolmates, his fellow-students, his fellow-citizens, learned to look upon as a sane, unwearied, cheerful and responsible helper of good causes, who always said the wise thing and always urged the doing of the right deed.

In school he was one of the big boys—as memory masters that dim scene—singularly handsome, self-contained, athletic, with a turn for half-humorous, half-sententious and wholly good advice. At college he played the same part of leader, adviser and shaper of the policy of the students where policy was needed. He was spokesman on occasion, at first for his class, and finally for the whole college, but after his college days it was seldom shown to the public. He had a distinct gift in oratory. One of the best occasional speeches ever made at Haverford was his address on behalf of the managers in accepting the gift of the Conklin Gate. In college he had the name of a mighty reader of books, and he was a skilful writer of essays, such as then filled our manuscript periodicals; that was no more than ought to be expected. But awe indeed fell on all the lower classmen when it was noised about that “Pan” Comfort was really writing book-reviews for one of the monthly magazines. This activity also he suppressed in his later life; but when he was called upon, he could always write things well worth while in clear and forcible English. So, again, he was a sound if not a brilliant cricketer; and once, in a match that was going against us, he lifted a loose ball so far out of the grounds that seven runs were registered (there were no boundaries then) before the fielders could get the ball back to the wicket on the installment plan. It is matter of regret that in after days he did not feel the fascination of golf.

The part which Howard Comfort played in the larger game of life could be briefly indicated by these lines of his useful career in college. He was always a man of sane
and well-considered activities. He shunned extremes. He never praised without reserve or blamed without allowances. He did not follow the advice once given to a young politician: "See which way the crowd is going and put yourself at the head of it." He figured out the proper course, went into the crowd, and pushed,—no matter how great the opposition,—urging others to push along with him. He was what men call a good loser, whether the loss was trivial and personal or of momentous public interest. While there was any hope of winning, he simply put out more of his reserve of strength; and the impression which he made even upon the casual observer dealt precisely with this reserve. As in the speech-making, the writing, the cricket, of his college days, so throughout his career he conformed to Browning's doctrine that "a man's reach should exceed his grasp." Hence came that general habit of his associates to call upon him for advice and help. In the present posture of affairs, social and national, it is the weighty and not the prominent citizen who can do the most good. Indeed, a general exile of our prominent citizens would by no means spell ruin to the state.

The Germans have a quaint phrase for any occasion where one comes into a difficult or dangerous pass and does not know what to do next. Then they say, "then good advice was dear." We are not wont nowadays to put a very high value on advice, for the reason that advice is seldom more than a formal and general observation on the case in hand, indicating the obvious goal but not the ways and means to reach it. It is seldom specific, definite, unequivocal. Yet Howard Comfort was the rare person who, if he gave advice at all, uttered the definite and effective word of help. His fellows in good works of every kind give this testimony not only to the soundness of his judgment but also to its efficiency. Dividends of this sort are not paid upon watered stock; and behind the word of counsel lay a mind steadied by experience,
wise by intelligent observation, trained by rigid self-control, and possessed of high ideals. No one looked to this man for the spectacular spasmodic virtues; he had the higher love of justice. Consciously or not, he held the ideal, and worked it out in his life, which Goethe has described in one of the noblest of all ethical poems. How does man put himself in tune with the divine? By nobility. And what is nobility? To be "helpful and good," unweariedly to do the useful thing and the right thing, the just thing. "Helpful and good" is the phrase to fit the life of our friend; and we should like to think that it is characteristic of the typical Haverford graduate.

F. B. G., '72.

Advertising Haverford

The problem and the desirability of spreading knowledge about Haverford, apart from the accounts of the regular reporters who visit the College on public occasions, have often been discussed. The undergraduates furnish news to the best of the Philadelphia newspapers and also to the Times and the Post in New York. Within the last month a thousand-word article on the College, written by a Sophomore, appeared in the New York Times. Contributions to papers which offer regular college sections can do no harm; it is obvious that they do much good. Our advertising should be conservative, but it must continue for the benefit of telling the college world what Haverford is doing. Along these lines we are glad to print an article by one of the associate editors of the New York Evening Post.

When one essays to write upon a subject about which he knows rather less than nothing, he needs a liberal supply of assurance. This requisite he may be so fortunate as to possess within himself, or it may be furnished for
him. In the present instance, the editor of this magazine has met the demand on behalf of a timid contributor, and it is from behind the secure protection of his ample shoulders that I take my typewriter in hand to set down a few observations which, if they can be of no great benefit to an institution that I admire and love increasingly as the years go by, will at all events be powerless to do her harm.

There was a time, longer ago than I like to think, when I should have welcomed a Haverford advertising agent with unfeigned eagerness. I was considering the question whether it might be worth my while to spend a year at the College. I had never been within several hundred miles of the place and knew hardly anyone who had ever seen it. One man I heard of who had recently rounded off his formal education there, and the report was that he did not fancy Haverford. At length I learned of an elderly gentleman who had in his library a "History of Haverford College." This, it struck me, might help a little. If I could find out nothing of Haverford as she was, perhaps a knowledge of what she had been would aid me in making up my mind about her. So I called upon the elderly gentleman. He had the volumes, would gladly lend them to me, and—wonder of wonders—had himself once been a student at the mysterious halls. In response to my excited inquiries, he told me what he could about the Haverford that he had known—the Haverford, that is, of about 1837. I listened to every syllable, tried to imagine what reconstruction should be made of the picture he drew to render it a reflection of the Haverford of the end of the century, and went away with the "History."

I shall always bless the chance that threw those books of narrative and illustration into my hands. I did not get much of an idea of the College under the sway of Isaac I, Dr. Babbitt and Oscar Chase being consuls, but I did catch an atmosphere of Greek and wickets and Fifth-day meeting; I did acquire an acquaintance with a few names
in Haverford’s Hall of Fame, particularly, I remember, Pliny Chase and “Great” King, and I received the impression of an institution set apart for the making of men and gentlemen, with such scholarship added to them as their natures might severally bear. In the end, I went to Haverford, attempted, with disastrous results, to flatter President Sharpless, and left the campus nine months later as loyal a son and I hope as blatant an advertiser as the College has ever graduated.

Now the moral of my tale is this: the problem of advertising Haverford is the problem of getting the right information about the College into the hands of the right boy, the boy who will want the things that give Haverford its distinction among American institutions of learning. I cannot pretend to be able to say just how this problem ought to be solved. A few years ago an illustrated pamphlet was issued by Harvard, in which Dean Briggs and one or two others, if I recall it rightly, told in most entertaining fashion something of the life at that university. A booklet of this sort is surely worth tons of the ordinary advertising matter that colleges send out. It was no more a collection of “views”—from which heaven defend us!—than it was a catalogue. It was a lifting of the curtain upon the human side of the university. How effective it was as an advertising device I do not know.

Nor do I know how great is Haverford’s need of being advertised. I have written rather from the standpoint and in the interest of the possible Haverfordian. For the sake of boys such as I was, I think the College is bound to do all it can to present its charms to them and to those who are responsible for them, as I have no doubt it does to the limit of its power. Boys within reasonable distance might well be invited, particularly in their last year at preparatory school, to see for themselves the outward beauty of the place—as perhaps they are—and to feel, so far as they can, its inner grace. Something, too, can be done in the college pages of the newspapers. But I
fear that any vigorous effort to enlarge the number of students at Haverford, which I suppose would be the aim of an advertising campaign, would be much easier to put forth than to stop. It may be hard to raise the number to, say, three hundred, but would it not be a great deal harder to keep from trying to raise three hundred to four and five hundred? And is five hundred that "limited number" which is defined in the Catalogue as the proper number of students for Haverford? Personally, I am satisfied with the rate of increase that already prevails.

Royal J. Davis, '99.

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The Football Season

The history of Haverford football during the season of 1912 is very largely a history of defeats. To be exact, the team won but two games and lost six. This, of course, is not a brilliant record, yet it seems only fair to point out that Haverford has not been making many brilliant records in football recently. In 1909 we won but two games and the teams which defeated us were not of as high standing as those which won from us this year. In 1910 we won only two games, although we tied Delaware and Rutgers. Last year we won four games and we were happy.

At the beginning of the season the prospects for a winning eleven seemed fairly good. Captain Longstreth and Sangree and Thomas were considered to be a trio of unusually good backs, and the only difficulty was that the line was rather inexperienced.

The first game we won, defeating Delaware 14–0. The team did not work together very well, the interference was rather poor and there was a good deal of fumbling. These faults seemed due to inexperience and things would have looked fairly bright except for the fact that Captain
Longstreth was so seriously injured that he was unable to play again. As Sangree was ineligible, it left only one experienced player in the back-field and only three “H” men on the team.

In spite of these conditions we won the next game, defeating Stevens 9–0. There was only one long run made during the contest and this was made by Thomas, who, without interference, threaded his way through the Stevens team for thirty-five yards. The forward pass, which later came to be one of our strongest plays, was not used successfully once in either of these games.

A week later we met Lehigh at South Bethlehem. Our old rivals had just secured a decisive victory over the Navy and we hardly expected to win. We did hope to hold the victors to a low score, however, and we were greatly disappointed by the result of the game, which turned out to be a 55–0 defeat for Haverford. When it has been said that our team was completely outclassed the whole story has been told. We were unable to hold the speedy Lehigh backs on the defensive or to gain ground on the offensive. Once Pazetti, the Lehigh quarter, ran through our entire team for a touchdown from the kick-off. In this game Charlie Hires, who had been playing very good football at right halfback, was injured and was unable to play again during the season. Later Lehigh defeated Swarthmore and Lafayette, so that we were not alone in going down before the South Bethlehem team.

The following Saturday we were defeated 23–0 by Franklin and Marshall. This game was about the least satisfactory of any played this year. The visitors had an old and seasoned eleven which made the best record that any F. and M. team has made for years. Our team, on the other hand, was pretty well demoralized. The men could not seem to get together. Many forward passes were dropped, while our players were unable to prevent the visitors from executing this play almost at will. Another
unfortunate feature was the poor cheering. Two hundred Franklin and Marshall students accompanied their team and these easily out-cheered the Haverford supporters. On the whole, the occasion was a very gloomy one for us.

The next game was with St. John's, of Annapolis. This team had badly beaten Franklin and Marshall and won from us 14–0. The team showed great improvement over the playing of the week before and under the leadership of Captain Froelicher played real football during most of the game. The same weaknesses which had been with us all season were more or less apparent, however, and several forward passes were fumbled, while the interference was far from perfect.

The Trinity game was the first one in which the backfield which finished the season took part. Sangree and Porter both played in this game and these two were the stars of the team from this time on. Carey, a Freshman, had been rapidly making good at quarter and his work against Trinity was excellent. In spite of all this we lost by the rather appalling score of 32–0. We were defeated by a very good team, although not as good a one as the Lehigh eleven.

In the Rutgers game our team played better than in any home game this year. The visitors scored but once in the first two periods and for a long time it looked as though we might possibly win, as we several times succeeded in getting the ball close to Rutgers' goal line. Once we made a first down on the visitors' seven-yard line, but failed to score. In the last quarter Rutgers made two touchdowns, thus winning the game 18–0.

In the Carnegie Tech game at Pittsburgh the eleven played really brilliant football. In fact, the Pittsburgh papers were unanimous in stating that the offensive play of Porter was the best ever seen on Tech Field. This was only made possible, however, by the excellent support and interference given him by the rest of the team. We lost the game 14–7, the team holding the Tech players
scoreless through the last quarter and playing real Haverford football to the end.

Now, of course, we can not expect to beat most of the big teams we play. No college of our size could, by legitimate methods, accomplish this. But still there was evidently something wrong with the work of the team this year. One trouble was no doubt the lack of material at the beginning of the season. Another was the lack of support from the alumni and especially from the undergraduates. There was cheering on the field during practice but once during the year. Usually the cheering during the games was rather poor. The effect that this produces on a team can only be appreciated by those who have been through it. The men on the team and most of those in close touch with Haverford football are agreed that the fault is not with the coaching. It is not possible to teach an absolutely green man to play finished football in one season. Still the work that Keogh did with his men was really fine, and in spite of the poor record of the team, clearly showed that he was the best as well as the most popular coach we have had in years.

All this account would seem to show that football at Haverford is on the decline, but this is not really the case. There were more men on the field this year in uniform than for a number of seasons. Besides this, it looks now as though there were a prospect of several good players entering College next fall. If, then, the College leaders will take care of the matter of cheering and show the team that the students are with them, the chances are that next year's scores will tell a different story.

Philip C. Gifford, '13.
HAVERFORD COLLEGE
BULLETIN

Vol. XI  First Month, 1913  No. 4

Catalogue

1912-1913

Issued eight times a year by
Haverford College, Haverford, Pa.

Entered December 10th, 1902, at Haverford, Pa.,
as Second Class Matter under Act of Congress of July 16th, 1894.
CATALOGUE

OF

Haverford College

1912-1913

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College days in **heavy-faced** type. Half-holidays in *Italics.*
CALENDAR

1912–1913

Examinations for Admission..... .9th Mo. 23, 24, 25, 1912
College Year, 1912–1913, begins, 9.10 A. M.... .9th Mo. 26
First Quarter ends, 3.30 P. M...................... 11th Mo. 20
Thanksgiving Recess .................. 11th Mo. 28, 29, 30
Winter Recess begins, 11.00 A. M.......... 12th Mo. 21
Winter Recess ends, 9.10 A. M.............. 1st Mo. 6, 1913
Second Half-year begins, 9.10 A. M........ 2nd Mo. 10
Third Quarter ends............................ 4th Mo. 6
Spring Recess begins, 11.00 A. M................ 4th Mo. 19
Spring Recess ends, 9.10 A. M.............. 4th Mo. 28
Senior Class Day.............................. 6th Mo. 12
Commencement and Alumni Day............... 6th Mo. 13
Examinations for Admission............. 6th Mo. 16, 17, 18

1913–1914

Examinations for Admission..... .9th Mo. 22, 23, 24, 1913
College Year, 1913–1914, begins, 9.10 A. M.... .9th Mo. 25
First Quarter ends, 3.30 P. M...................... 11th Mo. 19
Thanksgiving Recess .................. 11th Mo. 27, 28, 29, 30
Winter Recess begins, 11.00 A. M.......... 12th Mo. 20
Winter Recess ends, 9.10 A. M.............. 1st Mo. 5, 1914
Second Half-year begins, 9.10 A. M........ 2nd Mo. 9
Third Quarter ends............................ 4th Mo. 5
Spring Recess begins, 11.00 A. M................ 4th Mo. 18
Spring Recess ends, 9.10 A. M.............. 4th Mo. 27
Senior Class Day.............................. 6th Mo. 11
Commencement and Alumni Day............... 6th Mo. 12
Examinations for Admission............. 6th Mo. 15, 16, 17
HAVERFORD COLLEGE

HISTORY AND DESCRIPTION

Haverford College was founded in 1833. It owes its origin to the insight and energy of a few members of the Society of Friends from Philadelphia and New York, who, in the spring of 1830, conceived the idea of founding an institution for education in the higher branches of learning. Its object, in the words of the founders, was "to combine sound and liberal instruction in literature and science with a religious care over the morals and manners, thus affording to the youth of our Society an opportunity of acquiring an education equal in all respects to that which can be obtained at colleges."

The founders were incorporated in 1833 under the laws of the Commonwealth of Pennsylvania into the Haverford School Association, a body now known as the Corporation of Haverford College. This corporation elects a board of managers for the control of its affairs and for the administration of its funds. For the founding of the school sixty thousand dollars was raised; but the sum proved insufficient for its maintenance, and for many years the financial deficit was met by liberal subscriptions of friends.

From 1845 to 1848 the school was closed in order to
allow the funds to accumulate and to give time for the collection of an endowment. Since that time, by a number of generous bequests and donations, the amount of invested funds yielding interest has been increased to more than one and one-half million dollars.

The first building of the College was Founders Hall, erected in 1833. The Observatory was built in 1852, and enlarged in 1883. Alumni Hall was built in 1863, and enlarged in 1898 and 1912 to meet the growing needs of the Library. In 1877 Barclay Hall, a dormitory, was erected by friends of the College. The Mechanical Laboratory was established in 1884, and was provided with a new building in 1890; this was burned down in 1896, and Whitall Hall, a new three-story structure, was built. The Biological Laboratory was established in 1886 and the Physical Laboratory in 1888. Chase Hall, for lectures and recitations, was built in the same year. the Cricket Shed in 1893. In more recent years during a period of rapid development made possible largely by the general and unfailing cooperation of the alumni, the following additions have been made to the College equipment: in 1899, Lloyd Hall, a dormitory; in 1900, a large and well equipped Gymnasium; in 1903, Roberts Hall, the gift of Lucy Branson Roberts, with College offices and a large auditorium; in 1903, Merion Hall, a dormitory, remodeled from the old Haverford Grammar School building; in 1905, an additional wing to Founders Hall for dining halls and kitchen; in 1906, a permanent build-
HISTORY AND DESCRIPTION

ing for the heating and lighting plant; in 1907, the enlargement of Merion Hall; in 1909, the Haverford Union, a building presented by Alfred Percival Smith, '84; in 1910, the Chemical Laboratory and, in 1912, the Morris Infirmary, given by John T. Morris, '67. In addition to these College buildings there are a number of residences on the grounds which are occupied for the most part by professors.

The College has a pleasant and healthful location in the township of Haverford, Delaware County, Pennsylvania, nine miles west of the center of Philadelphia. It is accessible by the main line of the Pennsylvania Railroad and by the Philadelphia and Western Railway. The selection of this site is thus described by the first managers: "We wished to procure a farm in a neighborhood of unquestionable salubrity—within a short distance of a Friends' meeting—of easy access from this city at all seasons of the year . . . . recommended by the beauty of the scenery and a retired situation." And they reported that they had purchased for the sum of $17,865 "an oblong tract of 198 1/2 acres . . . . . . . nearly south of the eight mile stone on the Lancaster Turnpike." This property has since been increased to two hundred and twenty-five acres with an estimated present value of over one and one-half million dollars. While the greater part is retained as farm and woodland, a lawn of sixty acres was long ago graded and tastefully planted with trees and shrubs by a landscape gardener, so that the natural beauty of
the location has increased with passing years. The grounds include three fields for cricket and Rugby and Association football, a running-track, four tennis courts, and a pond for skating.

Parallel with its material growth there have been changes in the inner life of the College which have affected the methods of administration rather than the essential principles on which the institution was founded. It has gradually increased in number of students but still enjoys the advantages of a small college. From the first it gave instruction of collegiate scope and grade. Accordingly in 1856 the name was changed from school to college and the right to confer degrees was granted by the Legislature. In 1861 the preparatory department was abolished. General courses are now given in arts, science, and engineering. The generous endowment for salaries and pensions enables the College to maintain a faculty of quite unusual size in proportion to the number of students, and to expend for the instruction, board, and lodging of each student about twice the sum which he pays.

In accordance with the modern ideals of religious and moral education, the students enjoy ample liberty, safeguarded by their wholesome physical life, by the traditions of the College, and by the intimate association with their professors and fellow-students. The deep religious spirit bequeathed by the Quaker founders has been carefully cherished, and high ideals of life and conduct are maintained, but in the admission of students and in the ap-
pointment of instructors there are no denominational distinctions. The aims of Haverford have been gradually developing and its function is becoming more and more clear—"to encourage the growth, among a limited number of young men, of vigorous bodies, scholarly minds, strong characters, and a real religious experience."
CORPORATION

President
T. WistAR Brown.........235 Chestnut St., Philadelphia

Secretary
J. StogDELL Stokes........Summerdale, Philadelphia

Treasurer
Asa S. Wing...............409 Chestnut St., Philadelphia

BOARD OF MANAGERS

President, ex officio
T. WistAR Brown.........235 Chestnut St., Philadelphia

Secretary
Charles J. RhoADS......Girard Trust Co., Philadelphia
BOARD OF MANAGERS

Term Expires 1913

Francis Stokes........................Locust Ave., Germantown, Phila.
George Vaux, Jr......................1606 Morris Building, Phila.
Stephen W. Collins..................63 Wall St., New York, N. Y.
Frederic H. Strawbridge...........801 Market St., Phila.
J. Henry Scattergood..............648 Bourse Building, Phila.
L. Hollingsworth Wood........2 Wall St., New York, N. Y.

Term Expires 1914

Benjamin H. Shoemaker.............205 N. Fourth St., Phila.
Walter Wood.......................400 Chestnut St., Phila.
Francis A. White..............1221 N. Calvert St., Baltimore, Md.
John M. Whitall................410 Race St., Phila.
Isaac Sharpless................Haverford, Pa.
Morris E. Leeds................4901 Stenton Ave., Germantown, Phila.
Edward W. Evans............711 Arcade Building, Phila.

Term Expires 1915

James Wood..............................Mt. Kisco, N. Y.
Samuel L. Allen..................1101 Market St., Phila.
Thomas F. Branson...............Rosemont, Pa.
Seth K. Gifford........Moses Brown School, Providence, R. I.
Charles J. Rhoads........Girard Trust Co., Phila.
Daniel Smiley....................Mohonk Lake, N. Y.
Albert L. Baily...............30 S. 15th St., Phila.
HAVERFORD COLLEGE

FACULTY
1912–1913

Isaac Sharpless, Sc.D., LL.D., L.H.D.
President and Professor of Ethics.

Allen Clapp Thomas, A.M.
Librarian and Emeritus Professor of History.

Lyman Beecher Hall, Ph.D.
John Farnum Professor of Chemistry.

Francis Barton Gummere, Ph.D., LL.D., Litt.D.
Professor of English Literature.

Henry Sherring Pratt, Ph.D.
David Scull Professor of Biology.

James Addison Babbitt, A.M., M.D.
Professor of Hygiene and Physical Education.

Rufus Matthew Jones, A.M., Litt.D.
Professor of Philosophy.

Oscar Marshall Chase, S.M.
Registrar and Instructor in Drawing.

Albert Sidney Bolles, Ph.D., LL.D.
Lecturer on Commercial Law and Banking.

Don Carlos Barrett, Ph.D.
Professor of Economics.
FACULTY

ALBERT ELMER HANCOCK, PH.D.
Professor of English.

LEGH WILBER REID, PH.D.
Professor of Mathematics.

WILLIAM WILSON BAKER, PH.D.
Associate Professor of Greek.

*FREDERIC PALMER, JR., A.M.
Dean and Associate Professor of Physics.

LEON HAWLEY RITTENHOUSE, M.E.
Associate Professor of Applied Mechanics and Electricity.

RICHARD MOTT GUMMERE, PH.D.
Acting Dean and Associate Professor of Latin.

ALEXANDER GUY HOLBORN SPIERS, PH.D.
Associate Professor of Romance Languages.

RAYNER WICKERSHAM KELSEY, PH.D.
Associate Professor of History.

ALBERT HARRIS WILSON, PH.D.
Associate Professor of Mathematics.

THOMAS KITE BROWN, JR., A.M.
Instructor in German.

HENRY JOEL CADBURY, A.M.
Instructor in Biblical Literature.

*Absent 1912–13.
HAVERFORD COLLEGE

ROBERT ROY CHAMBERLIN, A.B.
Instructor in Physics.

William Henry Collins, A.M.
Superintendent of Buildings and Grounds.

HELEN SHARPLESS
Assistant Librarian.

James McFadden Carpenter, Jr., A.B.
Assistant in French.

Leslie Warren Ferris, A.B.
Assistant in the Chemical Laboratory.

John Joseph Keogh, D.D.S.
Assistant Physical Director.

Garfield W. Weaver
Assistant in the Engineering Laboratory.
STANDING COMMITTEES OF THE FACULTY

Library—President Sharpless, Chairman; Professors Thomas, Hall, and F. B. Gummere.

Delinquent Students—Professor Reid, Chairman; Professors Babbitt, Barrett, and R. M. Gummere.

Student Petitions—Professor R. M. Gummere, Chairman; Professors Barrett, Hancock, and Rittenhouse.

Athletics—President Sharpless, Chairman; Professors Babbitt and R. M. Gummere, and T. K. Brown, Jr.

Advanced Degrees—Professor F. B. Gummere, Chairman; Professors Hall, Jones, Reid, and R. M. Gummere.
The letter A after the name of a student indicates that he is taking the Arts Course; s, the Course in General Science; e, the Course in Engineering. In the last column is given the number of the student's room; Bn is an abbreviation for Barclay Hall, North; Bc, for Barclay Hall, Center; Bs, for Barclay Hall, South; F, for Founders Hall; L, for Lloyd Hall; M, for Merion Hall; D, for day-student. An asterisk (*) indicates that a student is not in full class standing (see page 87).

### Graduate Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Hometown</th>
<th>Class Year</th>
<th>Major</th>
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### Senior Class

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<td>Baker, Paul Gay</td>
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<tr>
<td>*Diament, Francis Harrar</td>
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<td>104 M</td>
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<td>Froelicher, Francis Mitchell</td>
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<td>Gifford, Philip Collins</td>
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<td>Goddard, Arthur Herbert</td>
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<td>STUDENTS</td>
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<td>Winslow, Edwards Fayssoux</td>
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<td>Young, Charles Otis</td>
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<p>| Junior Class |
|-----------------|-----------------|-----------------|
| Bell, Henry Ernest | Milton, N. Y. | 12 M             |
| Bentley, Jules Silvanus | Camden, N. J. | 5 M             |
| Bowerman, Walter Gregory | Charleston, W. Va. | 17 M       |
| *Champlin, Carroll Dunham | Towanda, Pa. | 3 L              |
| *Clarke, Stewart Patterson | Devon, Pa. | D                |
| Downing, George Valentine | Elsmere, Del. | 12 M             |</p>
<table>
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<tr>
<th>Name</th>
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<td>Edgerton, Charles Willis</td>
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<td>Elkinton, Alfred Walton</td>
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<td>*Williams, Charles Rhoads</td>
<td>South River, N. J.</td>
<td>18 Bs</td>
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**Sophomore Class**

<table>
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<th>Name</th>
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<tr>
<td>Allen, Percival Roy</td>
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<td>Bowman, Edgar Milton</td>
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<td>Name</td>
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<td>Brinton, Walter Carroll</td>
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<td>Carey, Galloway Cheston</td>
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<td>*Coleman, Nelson Bader</td>
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<td>*Crosman, Edward Newton, Jr.</td>
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<td>*Crosman, Loring Pickering</td>
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<td>*Dodge, Karl</td>
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<td>Dunn, Emmett Reid</td>
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<td>Tang, Man Hoi</td>
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<td>Theis, Grover Cleveland</td>
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</table>
Haverford College

Totah, Selim  s  Ramallah, Palestine  63 Bn
*Turner, Charles Brinkley  a  Overbrook, Pa.  44 Bc
Van Hollen, Donald Beauchamp  a  Baltimore, Md.  13 M
Vail, Walter Elwood  s  Forest Hill, Md.  2 Bs
Votaw, Ernest Nicholson  a  Lansdowne, Pa.  7 M
Weikel, Malcolm Husted  a  Merchantville, N. J.  21 Bs
Whipple, Paul Kimball  a  Germantown, Pa.  11 Bs

Freshman Class

Allen, Wilmar Mason  a  Ridley Park, Pa.  8 F
Bray, William McKinley  a  Bridgeport, Pa.  D
Buffum, Frederick Cyrus, Jr.  s  Westerly, R. I.  59 Bn
Bye, Edgar Chalfant  a  Rutledge, Pa.  54 Bn
Carey, James, III.  a  Baltimore, Md.  50 Bn
Cary, Frank Wing  s  Baltimore, Md.  13 Bs
Cooper, Joseph Arthur  s  Coatesville, Pa.  15 Bs
Corson, Bolton Langdon  e  Plymouth Meeting, Pa.  53 Bn
*Downing, Henry Drinker, Jr.  s  Elsmere, Del.  D
Dunlap, George Arthur  a  Philadelphia, Pa.  60 Bn
Faries, Walter Reichner  a  Bala, Pa.  6 Bs
Farr, Walter Green  e  Wenonah, N. J.  50 Bn
Garrigues, Albert Graham  s  Haverford, Pa.  D
Goerke, Francis Charles  a  Brooklyn, N. Y.  59 Bn
Hannum, William Townsend  a  Rosedale, Pa.  35 Bc
Heaton, Lawrence Gardner  s  Poughkeepsie, N. Y.  7 Bs
Hunter, Perry Ashbridge  a  Norristown, Pa.  14 Bs
Kaleel, Mousa Jirius  s  Ramallah, Palestine  63 Bn
Kendig, Raymond Clare  s  Timicula, Pa.  51 Bn
Kirk, William Thompson, 3rd  s  Beverly, N. J.  35 Bc
Knight, Clinton Prescott, Jr.  s  Providence, R. I.  5 Bs
Knowlton, Henry Earle  s  Haverford, Pa.  55 Bn
Kuhns, John  s  Greensburg, Pa.  8 Bs
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<td>Chepachet, R. I.</td>
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**Special Students**

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<td>Barker, Albert Winslow</td>
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<td>D</td>
</tr>
<tr>
<td>Gates, Morris White</td>
<td>Cincinnati, Ohio</td>
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<tr>
<td>Johnson, Henry Alden</td>
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<tr>
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<td>Overbrook, Pa.</td>
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<tr>
<td>Rowntree, Lawrence Edmund</td>
<td>Scalby, England</td>
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<tr>
<td>Wagner, Samuel, Jr.</td>
<td>West Chester, Pa.</td>
<td>22</td>
</tr>
</tbody>
</table>
HAVERFORD COLLEGE

Summary

Graduate students ........................................... 4
Seniors ....................................................... 34
Juniors ....................................................... 34
Sophomores ................................................... 41
Freshmen ..................................................... 45
Special students ............................................. 9

167
ADMISSION

Candidates for admission to the Freshman class shall make application on a blank which will be furnished, on request, by the President of the College. (See page 89.)

Each candidate shall also present a certificate of character from the principal of the school last attended. Principals are requested to write fully as to the character, habits, and ability of applicants. Such statements will have due weight in determining the question of admission.

The subjects which may be presented for admission are divided into two groups in accordance with the following table. The figures given represent "units" according to the system of the Carnegie Foundation.

Group I (required of all candidates):

\[
\begin{align*}
\text{English A*} & \quad 3 \\
\text{English B} & \quad \text{1}\frac{1}{2} \\
\text{Algebra A} & \quad \text{1} \\
\text{Algebra B} & \quad \text{1} \\
\text{Plane Geometry} & \quad \text{1} \\
\text{One History}^\dagger & \quad \text{1}
\end{align*}
\]

*For definitions of these subjects see pages 28-37.
^\dagger Candidates for the Arts Course must present Ancient History
Group II (elective):

Latin A .................................................. 2

\{ Cicero* \\
Latin B \{ Vergil \\
Composition \}

Greek ..................................................... 3
Elementary German .................................. 2
Advanced German ..................................... 1
Elementary French ................................... 2
Advanced French ..................................... 1
One History ............................................ 1
Solid Geometry and Trigonometry ............... 1
Chemistry ............................................... 1
Physics .................................................. 1
Zoology .................................................. 1
Botany ................................................... 1
Physiology ............................................. 1

Every student must present for admission subjects having a total value of 14\frac{1}{2} units arranged as follows:

For the Arts Course:

All subjects in Group I .............................. 6\frac{1}{2}
Latin A and Latin B ................................. 4
Other subjects from Group II (including one language) ......................... 4

For the Science Courses:

All subjects in Group I .............................. 6\frac{1}{2}
Subjects from Group II (including at least two units in each of two languages) ...... 8

*Any two of the three subdivisions under Latin B together with Latin A will be accepted as constituting three units.
The candidate may give evidence of his preparation in these requirements by either of the following plans for admission:

I. *By Examination only.* The candidate must take entrance examinations in *all* the subjects which he presents for admission. He may take examinations in any of these subjects as preliminary examinations a full year or more before he intends to enter college, but no student will be admitted to a preliminary examination without a certificate from his teacher specifying the subjects in which he is prepared.

Students unable to pass all the examinations may be admitted with a few conditions. Each case will be decided on its merits.

II. *By both Examination and Certificate.* The student must present, on blanks supplied by the College and signed by the principal of the school which he has attended, a complete record of his work in all subjects during the last four years of preparation, with the time spent and the grade received in each study.

He must also take entrance examinations in three subjects,—English, mathematics, and one foreign language. The English will be the examination defined as English B. The mathematics will be both Algebra B and Plane Geometry. The language required will be, for the Arts Course, Latin B; for the Science Courses, either Elementary German or Elementary French. The three examinations must all be taken at one time either in the Sixth month or the Ninth month.

On the basis of his certificate and his marks in these examinations the applicant will be either admitted with-
out conditions or rejected with permission to apply again for admission according to either plan.*

This plan is intended mainly for good students, who, deciding late in their school courses to enter Haverford, would find it difficult to prepare themselves for examination in all their entrance subjects, but could readily pass a good examination in three fundamental subjects of their school course and present a satisfactory certificate for all of it. Candidates of only average ability and those who can take preliminary examinations in regular order will gain nothing by adopting this plan.

Special Students.—Students not candidates for degrees may be permitted to pursue special courses, for proficiency in which certificates may be granted; but this permission will be given only to students of ability and character sufficient to insure their success.

Advanced Standing.—Candidates may be admitted to advanced classes if found proficient in all the preceding studies of the course. Each case will be considered on its merits. Students entering from other colleges must present certificates of honorable dismissal.

Schedule of Examinations for Admission

Examinations for admission to the Freshman class according to either of the plans described above are held at the College twice a year, in the Sixth month and the Ninth month. For students living at a distance special arrangements may be made for taking the examinations elsewhere. Examinations of the College Entrance Examination Board may be taken in place of the corresponding Haverford examinations.

*In a few exceptional cases a student who fails in one examination but passes the other two examinations with high marks may be admitted if at the next examination period he repeats the examination in the subject in which he failed and passes it with a high mark.
ADMISSION

In 1913 the order of examinations will be as follows:

Sixth month 16th and Ninth month 22nd.

9.00-11.30  Elementary German.
11.30-1.00  Advanced German.
12.00-1.00  English A.
2.00-4.00  English B.
4.00-5.30  Physics.

Sixth month 17th and Ninth month 23rd.

9.00-10.00  Cicero.
10.00-11.00  Vergil.
11.00-11.45  Composition.
11.30-1.00  Latin A.
9.00-10.30  Zoology.
9.00-10.30  Botany.
10.30-12.00  Chemistry.
10.30-12.00  Physiology.
2.00-4.00  Elementary French.
4.00-5.30  Advanced French.
2.00-3.15  Xenophon.
3.15-4.30  Homer and Sight Translation.
4.30-5.30  Greek Composition.
2.00-5.00  Solid Geometry and Trigonometry.

Sixth month 18th and Ninth month 24th.

9.00-10.30  Plane Geometry.
10.30-12.00  Algebra B.
12.00-1.00  Algebra A.
2.00-3.15  Ancient History.
3.15-4.30  American History and Civil Government.
4.30-5.45  Medieval and Modern European History.
4.30-5.45  English History.
HAVERFORD COLLEGE

Requirements for Admission in the Several Subjects

English

The English examination is divided into two parts, A and B, which may be taken separately. No candidate will be accepted in English whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs.

English A—Reading.

Certain books are selected for reading. The candidate will be required to give a list of the books he has read. The form of examination will usually be the writing of a short theme on a subject chosen by the candidate from several set before him in the examination paper. The treatment of the topic should show the candidate's power of clear and accurate expression and will call for only a general knowledge of the substance of the books read.

For entrance in 1913, 1914, and 1915, the candidate must choose at least ten units* from the following groups, two units from each group.

Group I.

The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil’s Aeneid. The Odyssey, Iliad, and Aeneid

* Each unit is set off by semicolons.

28
should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

Group II.

Shakspere, *The Merchant of Venice; A Midsummer Night's Dream; As You Like It; Twelfth Night; Henry the Fifth; Julius Caesar.*

Group III.


Group IV.

Bunyan, *Pilgrim's Progress, Part I; The Sir Roger de Coverley Papers* in the Spectator; Franklin, *Autobiography* (condensed); Irving, *The Sketch Book;* Macaulay, *Essays on Lord Clive and Warren Hastings;* Thackeray, *English Humourists; Selections* from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman, *The Oregon Trail;* either Thoreau, *Walden, or Huxley, Autobiography* and selections from *Lay Sermons,* including the addresses on *Improving Natural Knowledge, A Liberal Education,* and *A Piece of Chalk;* Stevenson, *An Inland Voyage* and *Travels with a Donkey.*
Group V.


*English B—Study and Practice.*

This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon the subject-matter, style, and literary history.

ADMISSION

Mathematics

The definition of the requirements in Mathematics is the same as that of the College Entrance Examination Board.

Algebra A—To Quadratics.

The four fundamental operations for rational algebraic expressions.

- Factoring, determination of highest common factor and lowest common multiple by factoring.
- Fractions, including complex fractions, ratio and proportion.
- Linear equations, both numerical and literal, containing one or more unknown quantities.
- Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

Algebra B—Quadratics and beyond.

Quadratic equations, both numerical and literal.

Simple cases of equations, with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending on quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the \( n \)th term and the sum of the terms of arithmetical and geometrical progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial affairs. The use of graphical
methods and illustrations, particularly in connection with the solution of equations, is also expected.

*Plane Geometry.*

The usual theorems and constructions of good textbooks, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle.

The solution of numerous original exercises, including problems in loci.

Applications to the mensuration of lines and plane surfaces.

*Solid Geometry.*

The usual theorems and constructions of good textbooks, including the relation of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle.

The solution of numerous original exercises, including problems in loci.

Application to the mensuration of surfaces and solids.

*Plane Trigonometry.*

Definitions and relations of the six trigonometric functions as ratios; circular measurement of angles.

Proofs of the principal formulas, in particular for the sine, cosine, and tangent of the sum and the difference of two angles, of the double angle and the half angle, the product expressions for the sum or the difference of two sines or of two cosines, etc.; the transformation of trigonometric expressions by means of these formulas.
ADMISSION

Solution of trigonometric equations of a simple character.
Theory and use of logarithms (without the introduction of work involving infinite series).
The solution of right and oblique triangles, and practical applications.

In each subject stress will be laid upon accuracy and neatness of work. Results should be verified.

HISTORY

The requirements in History are based on the recommendation of the Committee of Seven of the American Historical Association.

(a) Ancient History, with special reference to Greek and Roman history, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages down to the death of Charlemagne.
(b) Medieval and Modern European History, from the death of Charlemagne to the present time.
(c) English History.
(d) American History and Civil Government.

Each of the above subjects is intended to represent one year of historical work wherein the study is given five times a week, or two years of historical work wherein the study is given three times a week.
The work should include the use of good text-books, collateral reading, practice in written work, and in locating places and movements on outline maps. The candidate should be trained in comparison and in the use of judgment as well as in the use of memory.
Latin

Latin A. Cæsar, Gallic War, Books I–IV. Forms and constructions and sight translation.

Latin B. (a) Cicero, the speech On the Manilian Law the four Against Catiline, and the speech For Archias; sight translation. (b) Vergil, Aeneid, Books I–VI; sight translation. (c) Translation into Latin of an English passage, based on some portion of the Cæsar or of the Cicero prescribed. Other books of Cæsar or speeches of Cicero may be offered by the candidate instead of those mentioned, provided due notice be given.

Greek

(a) Xenophon, Anabasis, Books I–IV. (b) Homer, Iliad, Books I–III, omitting the Catalogue of Ships. (c) The translation at sight of simple Attic prose. (d) The translation into Greek of a simple English passage based upon some portion of the Xenophon prescribed.

The examinations will be designed to test the candidate's knowledge of grammatical forms and constructions, his ability to translate into idiomatic English, and the intelligence with which he has read the prescribed books.

German

Elementary German, admitting to German 1. A knowledge of German grammar and vocabulary sufficient to enable the candidate to translate at sight into idiomatic English easy passages taken from modern German prose; to write out typical declensional and conjugational paradigms and such other grammatical forms as are usually given in school grammars; and to translate into German
ADMISSION

simple English sentences or a piece of easy connected prose.

Candidates should have read in preparation not less than three hundred pages of modern German, including reading at sight, from the works of at least three different authors.

Advanced German, admitting, with the consent of the instructor, to German 2. A more thorough knowledge of grammar, vocabulary and idiom than that required for Elementary German, enabling the candidate to read at sight more difficult prose as well as poetry, and to translate into German a number of English sentences or a piece of connected prose requiring both appreciation of the English idiom and knowledge of the corresponding German idiom. The description of German 1 (see page 48) will indicate the quantity and scope of the work which, in addition to the preparation for Elementary German, should be performed in preparation for Advanced German.

Students presenting themselves for examination in Advanced German will not be given credit for it unless they pass also the examination in Elementary German.

FRENCH

Elementary French, admitting to French 1. (a) Proficiency in elementary grammar, including the more common irregular verbs. (b) Ability to translate simple French prose and to put into French short sentences requiring a knowledge of the simpler idioms. Candidates should have read in preparation not less than three hundred pages, including reading at sight, from the works of at least three different authors. The books read in
French A (see page 50) will be considered adequate for preparation.

*Advanced French*, admitting, with the consent of the instructor, to French 2. 
(a) Thorough knowledge of grammar.  
(b) Ability to translate ordinary French of the nineteenth century.  
(c) Command of idiom sufficient to put into French a connected passage of ordinary English prose. As preparation an equivalent of the work done in French 1 (see page 50) is adequate.

Students who have presented themselves for examination in Advanced French will not be given credit for it unless they have passed also the examination in Elementary French.

**Physics**

The requirement will be one year's work, covering mechanics, sound, heat, light, and electricity. Emphasis will be laid upon the solution of problems. All students who have had laboratory work will be required to leave their laboratory note-books with the instructor at the time of the examination.

**Chemistry**

The requirements in chemistry will comprehend a course of at least sixty experiments performed by the pupil and accompanied by systematic instruction in the common elements and their compounds, including chemical equations, the simple gas laws, and the fundamental atomic and molecular theories. The student's original laboratory note-book, endorsed by his teacher, must be presented at the time of the examination.
ADMISSION

Zoölogy

The requirement will be one year's work, which should include dissection of types of the most important groups of the animal kingdom and a knowledge of the classification of animals. The student's original laboratory notebook, endorsed by his teacher, must be presented at the time of the examination.

Botany

The requirement will be one year's work. The student will be expected to have a fairly definite knowledge of the seed and seedling, root, stem, and leaf, the flower and fruit, the cell, and the natural history and classification of plants. The student's original laboratory notebook, endorsed by his teacher, must be presented at the time of the examination.

Physiology

The requirement will be one year's work, and will cover definitions and principles of physiologic study; protoplasm and its functions; chemistry of body tissues; functional activity of muscular, nervous, epithelial, and connective tissues; the digestive, circulatory, and respiratory systems, and the special senses.
COURSES OF STUDY

I. Course in Arts

Latin and one other foreign language presented for admission must be continued during the Freshman and Sophomore years. If a third language is presented it may be continued when the daily program and the number of hours taken by the student permit. All courses given in any department are elective for Juniors and Seniors who have satisfactorily completed the prerequisites.

II. Courses in Science

(a) Course in General Science.—This course is practically the same as the Course in Arts in both required and elective subjects, except that Latin is not required either for entrance or as a college subject.

(b) Courses in Engineering.

1. Course in Mechanical Engineering.—This course consists largely of mathematics, applied science, and work in the shop and drawing-room.

2. Course in Electrical Engineering.—This course is similar to course 1. A number of advanced courses on electricity, including laboratory work, are required.

The table on page 40 presents the requirements in the several courses.
COURSES OF STUDY

Requirements Governing the Choice of Electives for Juniors and Seniors

In the Courses in Arts and General Science electives are chosen according to the following groups and requirements:

In the Arts Course the groups are:

*Group I.* Greek, Latin, Mathematics.

*Group II.* English, German, French, History, Economics, Biology, Chemistry, Physics.

In the General Science Course the groups are:

*Group I.* Mathematics, Biology, Chemistry, Physics.

*Group II.* English, German, French, Greek, Latin, History, Economics.

Requirements for the Junior year*:

(1) Three hours from Group I.

(2) Six hours from Groups I and II.

(3) Three hours free electives.

Requirements for the Senior year* (either A or B to be chosen):

A.—(1) Six hours in *two* of the three subjects chosen under (1) and (2) in the Junior year.

   (2) Six hours free electives.

B.—(1) Six hours in any *one* subject studied for at least three hours throughout half of the Junior year.

   (2) Six hours free electives.

*Each student in the Science Course is required to take at least one three-hour course in Biology, Chemistry, or Physics in the Sophomore, Junior, or Senior year.
<table>
<thead>
<tr>
<th>ARTS.</th>
<th>GENERAL SCIENCE.</th>
<th>ENGINEERING.</th>
</tr>
</thead>
<tbody>
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<td>English 1 and 2...........*2</td>
<td>English 1 and 2...........*2</td>
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<td>§Physics Aa or Government 1a and 3</td>
<td>§Physics Aa or Government 1a and 3</td>
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<td>Biology 1 and Physical Training 1........... 2</td>
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<td>†Electives........... 12</td>
<td>Electives........... 6</td>
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</table>

The letter a indicates first half-year. The letter b indicates second half-year.

* Figures in these columns indicate hours per week. In laboratory, gymnasium, and shop, two and one-half hours must be taken for each hour here indicated.
† A student presenting Greek or Latin for admission to the Science Courses may substitute German A and German 1 for German 1 and German 2, or French A and French 1 for French 1 and French 2 in the Freshman and Sophomore years.
§ During the first half-year Physics A is required of all Freshmen who have not presented Physics for entrance. All others must take Government 1.
** Instead of either of these groups, students who take both Greek and Latin may elect four hours of advanced Greek or Latin, or German 1, or French 1, provided their schedules permit.
†† For Juniors who have not elected it in the Sophomore year, Economics 1a is required. Juniors who have had Economics 1 must elect another course in its place.
‡ For requirements governing the choice of electives, see page 39. An average of sixteen hours per half-year is required in both the Junior and the Senior year; not less than thirteen hours may be taken in any half-year.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday (2nd day)</th>
<th>Tuesday (3rd day)</th>
<th>Wednesday (4th day)</th>
<th>Thursday (5th day)</th>
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<td>(Latin 6a)</td>
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For classes offered from 8.30 to 11.30 a.m. on Monday, Tuesday, Wednesday, Thursday, and Friday, the following courses are offered: Greek, Latin, English, Math., Biology. The schedule varies by day and includes laboratory periods for science courses.

The following unscheduled courses are offered for 1913-14, the hours for which will be arranged to suit the programs of the students electing said courses: Greek 5, Latin 4, 5, English 4, German 7, French 5, 6, Math. 2c, 3c, 6-12, Bib. Lit. 4, 5, Phil. 6, Biology 4.

Classes in English 1, Math. 1, Math. 1', Bib. Lit. 1, Bib. Lit. 2, and English 3 are divided, and half the number of scheduled hours is required.

All afternoon laboratory periods begin at 1.30; those on Saturday morning end at 11.00. Where conflicts occur with scheduled laboratory periods, substitute laboratory hours may occasionally be arranged.
COURSES OF INSTRUCTION

Greek

Greek 1 and 2 are required, respectively, of Freshmen and Sophomores in the Arts Course, who present Greek and Latin for admission and no other foreign language. (See page 38 and page 40, foot-note.) All Greek courses are open as electives to those properly qualified. For New Testament Greek see Biblical Literature 5.

A. Course for Beginners. Thorough study of the elements of the language, followed by the reading of simple Attic prose. This course gives adequate preparation for Greek 1. It is generally given in alternate years. Students in the Arts Course, who do not present Greek for admission and desire to begin the study at once, are permitted to substitute Greek A for French 1 or German 1 in the Freshman year. When not so taken, it is advised that the course be elected in the Sophomore year rather than later.

Professor Baker; 4 hours.

[Not given in 1913–14.]

1. Freshman Greek. Selections from various prose authors; Homer, Odyssey. Sight reading. Greek composition. Collateral reading on Greek private life and Greek mythology.

Professor Baker; 4 hours.

2. Sophomore Greek. Xenophon, Memorabilia; Plato, Apology; selections from Aristophanes, Clouds; selected
COURSES OF INSTRUCTION

Greek tragedies. Sight reading. History of Greek literature.

Professor Baker; 3 hours.

3. Greek Literature. Herodotus, Books VII and VIII; Thucydides, Books VI and VII; representative Greek dramas, both tragedy and comedy, with study of others in English translation.

Professor Baker; 3 hours.

4. Greek Literature. Plato, Republic; Aeschines, Against Ctesiphon, and Demosthenes, On the Crown,

Professor Baker; 3 hours.
[Not given in 1913-14.]

5. Advanced Greek Prose Composition. Exercises and conferences.

Professor Baker; 1 hour.

6b. Masterpieces of Greek Literature in English. Knowledge of Greek is not necessary for this course. It is designed primarily for men who have not studied the language, but wish to get some idea of the literature. It will include (1) lectures on the history of Greek literature, its characteristic features, and its subsequent influence; (2) collateral reading, in translation, of the Iliad and Odyssey, selected works of Plato, and selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes.

Professor Baker; 3 hours, second half-year.

LATIN

Latin 1 and 2 are required, respectively, of Freshmen and Sophomores in the Arts Course. All Latin courses are open as electives to those properly qualified.
A. Course for Beginners. This course, usually given in alternate years, consists of a thorough grounding in the elements of Latin grammar and the reading of at least three books of Caesar's Gallic War, and as much as possible in Cicero's orations (see the entrance requirements, page 34) and in Vergil.

Professor R. M. Gummere; 3 hours.


Professor R. M. Gummere; 4 hours.


Professor R. M. Gummere; 3 hours.

3. Latin Literature. Terence, Andria; Plautus, Menaechemi and Captives; selections from Lucretius; Quintilian, Institutio Oratoria, Book X. Translation at sight.

Professor R. M. Gummere; 3 hours.


Professor R. M. Gummere; 3 hours.

5. Advanced Latin Composition.

Professor R. M. Gummere; 1 hour.
COURSES OF INSTRUCTION

   Professor R. M. Gummere; 3 hours, first half-year. [Not given in 1913-14.]

ENGLISH LANGUAGE AND LITERATURE

English 1a, 1b, and 2 are required of all Freshmen, English 3 of all Sophomores, and English 4, 5, 6, or 7 of all Juniors and Seniors. The other courses are elective for Juniors and Seniors. No student will be graduated who cannot write a creditable style extemporaneously.

   Professor Hancock; 1 hour, first half-year.

   Professor Hancock; 1 hour, second half year.

2. Freshman English Literature. Lectures on the foundations of English literature, and on its development down to the time of Shakspere.
   Professor F. B. Gummere; 1 hour.

   Professor Hancock; 2 hours.
4. Junior and Senior English. Essays, extemporaneous themes, and general readings in literature, history, and biography. The detailed regulations of this course are published in a special pamphlet.

Professor Hancock; 1 hour.

5. Advanced Themes. Discussion of the principles of literary art and method. Regular practice in the various forms of composition. The class will be limited to twelve members.

Professor Hancock; 1 hour.

6. Forensics. Advanced work in extemporaneous speaking. Occasional addresses and debates. Collateral readings and themes. The course is open to ten qualified members of the Junior class.

Professor Hancock; 1 hour.

7. Public Speaking. Addresses on social and political topics. Arguments and pleas for civic reforms. Collateral readings and themes. The course is open to eight qualified members of the Senior class.

Professor Hancock; 1 hour.

8a. Early English. Bright, Anglo-Saxon Reader; Elene; Beowulf.

Professor F. B. Gummere; 3 hours, first half-year.


Professor F. B. Gummere; 3 hours, first half-year.
10b. Elizabethan Literature. Lectures on the development of English literature, particularly of the drama, down to Shakspere. Readings of old plays and Elizabethan masterpieces. All the plays of Shakspere, two of which are read critically in class.

Professor F. B. Gummere; 3 hours, second half-year.

11a. English Literature of the Seventeenth Century. Lectures, with readings in the general literature and a special study of Milton. Selections from the minor poems, Comus, certain books of Paradise Lost, and all of Samson Agonistes are read in class.

Professor F. B. Gummere; 3 hours, first half-year.
[Not given in 1913-14.]


Professor Hancock; 3 hours, second half-year.


Professor Hancock; 3 hours, second half-year.
[Not given in 1913-14.]
German

All German courses are elective for Juniors and Seniors who have satisfactorily completed the prerequisites.

Students wishing to qualify for German 1 may present a satisfactory certificate of their school instruction or may pass the final examination in German A or the entrance examination in Elementary German.

A. Course for Beginners. Grammar, reading, composition, conversation, dictation, sight-reading. Duerr, Essentials of German Grammar. Such books as the following are read: Guerber, Märchen und Erzählungen; Storm, Immensee; Schiller, Der Neffe als Onkel; Hauff, Die Karawane; Müller, Deutsche Liebe; Eichendorff, Aus dem Leben eines Taugenichts.

T. K. Brown, Jr.; 3 hours.

1. Freshman German. Review of grammar and composition. Such books as the following are read: Baker, German Stories; Gerstäcker, Irrfahrten; Lessing, Minna von Barnhelm and Emilia Galotti;Arnold, Aprilwetter; Baumbach, Das Habichtsfräulein. The following books may be read outside of class: Fouqué, Undine; Dahn, Ein Kampf um Rom (abridged); Sudermann, Frau Sorge; von Scheffel, Der Trompeter von Säkkingen.

T. K. Brown, Jr.; 4 hours.

2. Sophomore German. Study in class of such works as Goethe, Aus meinem Leben (selections), Götz von Berlichingen, and Hermann und Dorothea; Ludwig, Der Erbhörfster; Freytag, Die Journalisten; H. von Kleist, Prinz Friedrich von Homburg. More rapid reading,
COURSES OF INSTRUCTION

mostly outside of class, of Heine, Die Harzreise; Hoffmann, Iwan der Schreckliche; von Scheffel, Ekkehard.

T. K. Brown, Jr.; 3 hours.

3a. Prose Composition. Review of grammar. Pope, German Prose Composition. Dictation, conversation, written reports in German. A text, such as Bacon, Im Vaterland, is used as a basis for the introduction of the student to the language of modern daily life, and for discussion of German institutions.

T. K. Brown, Jr.; 3 hours, first half-year.
[Not given in 1913–14.]

4b. Scientific German. Wait, German Science Reader; Helmholtz, Populäre Vorträge. Translation in class of difficult prose in science, history and philosophy, together with private reading of articles in current German periodicals, or of such material as contributes to the student’s special interests.

T. K. Brown, Jr.; 3 hours, second half-year.
[Not given in 1913–14.]

5a. Goethe’s Faust. A detailed study in class of both parts of Faust. Lectures on the early legends of Faust and their treatment in European literature. Outside reading of various kindred dramas, such as Marlowe, Doctor Faustus; Calderón, El Mágico Prodigioso; Byron, Manfred; Browning, Paracelsus; Hauptmann, Die versunkene Glocke. Short theses on topics from the outside reading.

T. K. Brown, Jr.; 3 hours, first half-year.
6b. German Literature of the Nineteenth Century. Lectures on the main literary phenomena of the last century. Study in class of several of the typical works of such writers as H. von Kleist, Heine, Uhland, Grillparzer, Hebbel, Sudermann, Hauptmann. A considerable amount of outside reading.

T. K. Brown, Jr.; 3 hours, second half-year.

7. Middle High German. Wright, Middle High-German Primer; Paul, Mittelhochdeutsche Grammatik. Bartsch, Das Nibelungenlied. Poems of Walther von der Vogelweide.

T. K. Brown, Jr.; 3 hours, half-year.

FRENCH

All French courses are elective for Juniors and Seniors who have satisfactorily completed the prerequisites.

Students wishing to qualify for French 1 may present a satisfactory certificate of their school instruction in French, or may pass the final examination in French A or the entrance examination in Elementary French.

A. Course for Beginners. A course to give the student an elementary knowledge of grammar and a reading knowledge of the language. The following books are used: Fraser and Squair, French Grammar; About, Le Roi des Montagnes; Halévy, Un Mariage d'Amour; Labiche, Le Voyage de Monsieur Perrichon.

Professor Spiers and J. McF. Carpenter, Jr.; 3 hours.

1. Freshman French. Grammar work continued and rapid reading. The following books are used: Spiers,
COURSES OF INSTRUCTION

Manual of Elementary French; Sarcey, Siège de Paris; Thiers, Expédition de Bonaparte en Égypte; Voltaire, Contes; Loti, Pêcheur d’Islande; Rostand, Les Romanesques; Hugo, Hernani.

Professor Spiers; 4 hours.

2. Sophomore French. Rapid reading, both in the class room and as outside work, of French classics. The following authors are read: Corneille, Racine, Molière, La Fontaine, Mme. de Lafayette, Voltaire, Chateaubriand, Hugo, Lamartine, Musset, Bornier, Rostand. In connection with the above the instructor gives a few lectures on the history of French literature.

Professor Spiers; 3 hours.

3. History of French Literature. A lecture course treating the history of French literature from its origins to the present time. A large amount of outside reading, with written reports, is required. This course is conducted partly in French, and is open only to students who have passed creditably in French 2.

Professor Spiers; 3 hours.

[Not given in 1913-14.]

4. Composition and Conversation. A course in French conversation and advanced composition. This course may be elected only after consultation with the instructor.

Professor Spiers; 3 hours.

5. French Authors and Literary Types. Reading, conferences, and reports on limited fields of French literature—e. g., the works of Corneille, Racine, or Molière; French lyric poetry of the nineteenth century. This
course is regularly open to Juniors and Seniors only; others may be admitted with the permission of the instructor. It counts as a two-hour course or as a three-hour course, according to the work chosen.

Professor Spiers.

6a. Comparative Literature. A course upon the technique of the drama. Characteristic plays by the following dramatists are studied: Aeschylus, Sophocles, Shaksper, Corneille, Racine, Molière, Schiller, Lessing, Alfieri, Calderón, Sheridan, Goldsmith, Pinero, Ibsen, Hauptmann, Stephen Phillips, Augier and Brieux.

Professor Spiers; 3 hours, first half-year.

SPANISH

1. Course for Beginners. An elementary course intended for those who wish the essentials of the Spanish language, either for a business career or for literary work. The following books are used: Hills and Ford, A Spanish Grammar; Alarcón, El Sombrero de Tres Picos; Taboada, Cuentos Alegres; Moratín, El Si de las Niñas; Calderón, La Vida es Sueño; Ford, Selections from Don Quijote.

Professor Spiers; 3 hours.

ITALIAN

1. Course for Beginners. An elementary course in reading Italian. Grandgent, Italian Grammar, and Marinoni, Italian Reading, are used. The following authors are read: Goldoni, Boccaccio, Dante.

Professor Spiers; 3 hours.

[Not given in 1913-14.]
COURSES OF INSTRUCTION

Mathematics

The courses in mathematics are arranged as far as possible to suit the needs of those students who (1) take them as part of their required Freshman and Sophomore work and do not intend to proceed further in mathematics, or (2) elect them as a minor subject and take either physics, engineering, or astronomy as a major subject, or (3) take them as part of the required work of the Engineering Courses, or (4) elect them as a major subject.

Courses, 1, 2, 3, and 4 are given every year. The electives to be offered in any one year will be such as the needs of the department may require. Courses, either for undergraduates or graduates, on certain subjects other than those named below may be arranged for by consultation with the instructor.

In the Library will be found some of the principal journals, treatises, and collected works. There are also libraries near by where other works and journals may be consulted. In one of the lecture rooms is a collection of mathematical models.

Courses 1a, 1b, 1a', and 1b' are required of all Freshmen, except that students who have presented solid geometry and trigonometry for entrance may, with the consent of the professor in charge, substitute 1c' for 1a', 1b'. The required courses, together with 1c, constitute the honor courses in mathematics for Freshmen.

Courses 2a and 2b are for Sophomores. These courses, together with 2c, constitute the honor courses in mathematics for Sophomores.

Courses 3a and 3b should be taken by students electing mathematics in the Junior year. These courses, together with 3c, constitute the honor courses in mathematics for Juniors.
Courses 3a and 3b, and 4a and 4b are required of Engineering students.

The Freshman and Sophomore mathematical prizes are open only to students taking the honor courses in these years.

1a and 1b. Algebra, including infinite series, undetermined coefficients, the binomial theorem for fractional and negative exponents, logarithms, probability, determinants, and the elements of the theory of equations. Fine, *College Algebra*.

Professor Reid; 2 hours.


Professor Wilson; 2 hours, first half-year.

1b'. Trigonometry. The elements of plane trigonometry, including the solution of right and oblique plane triangles, with applications to practical problems. Hun and MacInnes, *Plane Trigonometry*.

Professor Wilson; 2 hours, second half-year.

1c. Special Topics in Algebra.

Professor Reid; 1 hour.

1c'. Special Topics in Trigonometry and Solid Geometry, including spherical trigonometry.

Professor Wilson; 2 hours.


Professor Wilson; 4 hours, first half-year.
COURSES OF INSTRUCTION

   Professor Wilson; 4 hours, second half-year.

2c. Special Topics in Analytic Geometry.
   Professor Wilson; 1 hour.

   Professor Reid; 3 hours, first half-year.

   Professor Reid; 3 hours, second half-year.

3c. Special Topics in Calculus.
   Professor Reid; 1 hour.

   Professor Wilson; 3 hours, first half-year.

   Professor Wilson; 3 hours, second half-year.


A selection from the following courses is given each year. A student wishing to take any of them should apply to the professor in charge.

   Professor Reid; 3 hours.


   Professor Reid; 3 hours, half-year.

8. *Differential Equations*. The subject will be treated on lines similar to those of Forsyth's text-books. Prerequisite, 3b.

   Professor Wilson; 3 hours, half-year.


   Professor Wilson; 3 hours, half-year.


    Professor Reid; 3 hours, half-year.


    Professor Reid; 3 hours, half-year.


    Professor Reid; 3 hours.

**History**

A liberal use of the College Library facilities is required in all the history courses. The modern methods of historical study are developed progressively throughout the four years.
COURSES OF INSTRUCTION

History 1b is required of all Freshmen.

History 2 may be elected by Sophomores in connection with Economics 1. History 2, 3, 4, 5, and 6 are electives for Juniors and Seniors; History 6 is intended primarily for Seniors.

1b. European History. The two-fold object of this course is to develop the general background of historical knowledge in the student, and to introduce him to the methods of historical study. In a brief introductory survey the student is required to fix definitely in his mind some of the essential landmarks of medieval history. The course is then brought down to the present by a more thorough study of the modern period.

Professor Kelsey; 3 hours, second half-year.

2. General Course in English History. Much of the subject matter is obviously dealt with in outline form. The unity and continuity of English history is developed and emphasis is laid upon such phases of the subject matter as will especially aid the student in understanding modern constitutional development in Europe and the United States. Sophomores who elect this course must take Economics 1 the same year.

Professor Kelsey; 1 hour, first half-year.
3 hours, second half-year.

3. American History to 1789. Conditions in Europe leading to colonization, its motives and methods, expansion of the English colonies, rivalry of the English and the French, development of industrial, social, and political conditions, growth toward independence and
union, the Revolution, the Confederation, the adoption of the Constitution.  

Professor Kelsey; 3 hours.

4. *History of the United States, 1789–1909.* Constitutional and political history of the United States from the adoption of the Constitution to recent times. The following topics cover the points of chief emphasis in the course: the organization of the new government; the rise of political parties and the growth of nationality; westward extension; economic development and sectional divergence; the relation of slavery to the approaching contest; the Civil War and the result; economic development as related to present political tendencies.  

Professor Kelsey; 3 hours.  

[Not given in 1913–14.]

5b. *Medieval History.* This course includes a survey of the civilization of Europe at the beginning of the Middle Ages and deals with the decline of the Roman Empire, the Gothic invasion, the rise and fall of Saracen civilization, the growth and decay of Charlemagne's empire, feudalism, the Crusades, the conflicts between the Empire and the Papacy, and the Reformation.  

Dr. Bolles; 3 hours, second half-year.

6. *Advanced Course in English History.* This course deals chiefly with the history of England from the Norman conquest to recent times, but is prefaced by a brief review of the Anglo-Saxon period. The evolution of representative government in England and its relation to world society of to-day receive the chief emphasis, although due attention is given to the more important
phases of economic and religious history. The course closes with a survey of the rapid spread of representative government in various parts of the world from the time of the American and French revolutions to the present day.

Professor Kelsey; 3 hours.

ECONOMICS

Economics 1a is required of all Juniors in the Arts and General Science Courses who have not elected it in the Sophomore year. The other courses in Economics are elective.

1a. Elementary Economics. The purpose in this course is to acquaint the student with the fundamental principles of the science and to promote his preparation for the duties of citizenship. The principles are developed from a study and discussion of the actual processes and organization of industrial society. A series of problems are set for solution and discussed in connection with the study of text-books, collateral reading, and lectures. Sophomores and Juniors may profitably take as an elective the second half of this course, 1b. If elected in the Sophomore year, History 2 must also be taken.

Professor Barrett; 3 hours, first half-year.

1b. Elementary Economics. A continuation of course 1a. Open as a three-hour elective to Juniors and Sophomores who have taken Economics 1a, but required of such Sophomores at least one of the three hours.

Professor Barrett; 3 hours, second half-year.
2. Transportation and Corporations. (a) The historical development and present status of railway systems and canals in the United States are treated. The problems of rate-making, pooling, consolidation, public control, are discussed. The relation of railways to shippers and to the public is shown. (b) A study is made of industrial organization and the trust problem. The topics include forms of business organization, covering partnerships, corporations, pools, trusts, and holding companies; the evils of corporate management, such as fraudulent promotion, over-capitalization, and speculation; public control.

Professor Barrett; 3 hours. [Not given in 1913-14.]

3a. Labor Problems. A study is made of the factory system, collective bargaining, trade unions, employers' associations, strikes and boycotts, methods of arbitration and conciliation, labor legislation and court decisions, employers' liability, workmen's insurance and compensation systems, etc. An extended investigation of some phase of the labor question is required of each student and the results are presented in a report to the members of the course. Lectures and discussion of assigned readings.

Professor Barrett; 3 hours, first half-year.

4b. Money and Banking. The course begins with a review of the principles of money and of the functions of a bank, followed by a brief survey of the history and present practice of banking in leading countries, but with extended study of conditions in the United States. Such practical problems as the monetary standard, paper
money, credit, price movements and their effects on incomes and the cost of living, crises, foreign exchange, and the proposed reforms in our banking system are taken up.

Professor Barrett; 3 hours, second half-year.

5a. Commercial Law and Banking. An exposition of the leading principles of the law relating to contracts: who can make them; what assent is needful; what consideration is required; how they are interpreted and enforced. Also the law relating to particular subjects: sales, carriage of goods and passengers, agency, partnership, negotiable paper, checks, guaranty, surety, payments, interest, shipping, insurance, deeds and loans, and corporations. The practice and most important legal principles of banking; the methods of raising the capital; modes of organizing national and state banks, savings banks, trust and finance companies; the resources of a bank and the modes of lending them; the duties of its directors, president, cashier, tellers, bookkeepers, and other officials; public and private examinations and audits.

Dr. Bolles; 3 hours, first half-year.

6a. Distribution of Wealth. A study is made of leading writers from Adam Smith to the present time, including Ricardo, Mill, Cairnes, Marshall, Böhm-Bawerk, and American economists. The object is to acquaint the student with various views on the problems of value and distribution, and to give a more thorough grasp of economic principles and economic conditions than is possible in Economics 1.

Professor Barrett; 3 hours, first half-year.
7b. Sociology. This course begins with a brief introduction to the general theory of sociology. A study is made of the development of modern social institutions with especial reference to the family and the problems of marriage and divorce. The problems of pauperism and crime, with the methods and principles of modern relief policies, are taken up. Institutions in Philadelphia for the betterment of the dependent and neglected classes are visited by students. The course is conducted by means of lectures, text-books, collateral reading, and reports:

Professor Barrett; 3 hours, second half-year.

Government

Government 1 is required of all Freshmen who have offered Physics as an entrance requirement. The other courses in government are elective for Juniors and Seniors.

1a. Constitutional Government. This course affords a general survey of the political and constitutional phases of government. Emphasis is laid upon the elementary principles of political science and upon the actual working of the governments of the United States and England. The course is conducted by means of text-book, informal lectures, and collateral reading.

Professor Barrett; 3 hours, first half-year.

2a. Expenditure and Revenue. A description of the mode of expending and collecting the revenues of the national and state governments. The functions of government are briefly set forth and expenditures are classified. The mode in which expenditures are made by the different
COURSES OF INSTRUCTION

departments of the national government is then discussed, followed by a description of the bills appropriating money. The different kinds of taxes are next considered, the principles on which the laws of taxation are based, and the modes of administering these taxes. The expenditures and revenues of the state are treated in the same manner.

Dr. Bolles; 3 hours, first half-year.

3a. Blackstone. This course is intended to meet the admission requirements of the law schools in this subject. The class work consists of quizzes and explanations of the more difficult and important parts of the work.

Dr. Bolles; 3 hours, first half-year.

[Not given in 1913-14.]

BIBLICAL LITERATURE

Except Course 5, all courses in Biblical Literature are conducted by lectures and by readings in English. Course 1 is required of all Freshmen; Course 2 of all Sophomores; Courses 3 and 4 (given in alternate years) and Course 5, are elective for Juniors and Seniors. For other related courses see Philosophy 2 and 3.

1. Religion of the Old Testament. After preliminary outlines of the history and of the literature of the Hebrews, a survey is made of the successive stages of their religious development.

H. J. Cadbury; 1 hour.

2. Life and Times of Paul. The general conditions of New Testament times are reviewed, and the life and work of Paul is studied on the basis of his letters and
the Acts of the Apostles, with some consideration of his personality and religious beliefs.

H. J. Cadbury; 1 hour.

3. Introduction to the New Testament. The history of the canon, text, and English translation of the New Testament, with the study of the origin of the several books (date, authorship, and related questions of "introduction").

H. J. Cadbury; 3 hours.

[Not given in 1913-14.]


H. J. Cadbury; 3 hours.

5. Greek New Testament. Translation and explanation of the Greek text of books selected from the New Testament (or other Christian and Jewish writings) with lectures, readings, and investigations on related historical, literary, and linguistic subjects. The work of this course is so varied that it may be elected in several half-years.

H. J. Cadbury; 3 hours, half-year.

**Philosophy**

Courses 5a and 5b are required of all Seniors. Course 1b is required of all Juniors in the Arts and General Science Courses. All other courses are electives for Juniors and Seniors.
16. Psychology. A course in general psychology. James, *Psychology (Briefer Course)*, is used as a text-book supplemented by lectures. A short series of lectures is also given on logic.

Professor Jones; 3 hours, second half-year.

2a. Development of Christian Thought. This course is devoted to a study of the original message of Christianity and the development of Christian thought as found in the Gospels and Epistles of the New Testament. It consists of lectures, assigned reading, and theses. The work is done in English.

Professor Jones; 3 hours, first half-year.

3b. Development of Christian Thought. This course deals with the great types of Christian thought in its development in different epochs of the Church from the end of the Apostolic Age down to modern times, including the intellectual movements of the first three centuries, the Augustinian conception of Christianity, the Lutheran, the Calvinistic, and the Quaker conception. Lectures, assigned reading, and theses.

Professor Jones; 3 hours, second half-year.


Professor Jones; 3 hours.
5a. Ethics. The important ethical theories are studied historically with the purpose of discovering a satisfactory criterion or basis of moral action. Each student is expected to write two theses. The first thesis will be an exposition of some one representative ethical system, as developed in the following books: Muirhead, The Elements of Ethics; Spencer, Data of Ethics; Dewey and Tufts, Manual of Ethics; Green, Prolegomena to Ethics. The second thesis will deal with a definite ethical problem.

Professor Jones; 3 hours, first half-year.

5b. Ethics. In this course are considered current problems of practical ethics.

President Sharpless; 3 hours, second half-year.

6. Religious and Philosophical Movements. This course is for advanced students and honor men only, and is conducted on the seminar method. Different epochs are studied from year to year.

Professor Jones; 2 hours.

Astronomy

The Haverford Observatory affords students the means of becoming familiar with the use of astronomical instruments, and of acquiring, from actual observation, a practical acquaintance with astronomy.

It contains two equatorial telescopes, one by Clark, with an object-glass 10 inches in diameter, with filar micrometer and eyepieces; and one with an object-glass 8½ inches in diameter by Fitz; a Newtonian reflector with a silver-on-glass speculum 8½ inches in diameter; a Grubb prismatic spectroscope; a meridian circle of 3¾
COURSES OF INSTRUCTION

inch aperture; a combined transit and zenith telescope of \( 1\frac{3}{4} \) inch aperture; two sextants; a mean time and a sidereal time clock, both being electrically connected with a chronograph by Bond.

The latitude of the Observatory is \( 40^\circ 0' 40.1'' \) north; its longitude, 5 h. 1 m. 14.5 sec. west from Greenwich.

1a. Elementary Astronomy. This course is mainly descriptive. It sets forth the leading facts of astronomy and gives an elementary explanation of the methods by which they are ascertained. Lectures and recitations. Moulton, *Introduction to Astronomy*.

Professor Wilson; 3 hours, first half-year.


Professor Wilson; 3 hours, second half-year.

BIOLOGY

The Biological Laboratory is amply equipped with microscopes, reagents, and all other necessary apparatus and appliances. It also contains several hundred biological works and zoological, anatomical, and botanical charts.

The courses of the department are suitable for students intending to study medicine.

Course 1 is required of all Freshmen during the first half-year.
Courses 2 to 10 are elective, but Courses 3 to 6, inclusive, must be preceded by Course 2.

1a. *Elementary Physiology and Hygiene.* This course is preparatory to the general physical training required by the College, and includes general physiology, hygiene, a brief review of human anatomy, and lectures on first aid to the injured.

Professor Babbitt; 1 hour, first half-year.

2. *Elementary Biology.* The lectures of this course are devoted to a discussion of the fundamental principles of the structure and life-processes of animals and plants and also to some of the more important questions relating to their origin and evolution. The laboratory periods are devoted to the practical study and discussion of typical representatives of some of the greater groups of animals and plants. Many field excursions are taken in order to study animals and plants in their natural environment.

Professor Pratt; 4 hours.

3. *Comparative Anatomy of Vertebrates.* The laboratory work of this course includes the dissection and study of a cartilaginous and a bony fish, an amphibian, a reptile, a bird, and a mammal. One lecture and two laboratory periods a week.

Professor Pratt; 3 hours.

[Not given in 1913-14.]

4. *General Morphology.* This course is intended for those who may wish to make a more extended study of any group of animals or plants than is possible in the other courses.

Professor Pratt; 3 hours, or more.
COURSES OF INSTRUCTION

5. Histology and Embryology of Vertebrates. The laboratory work in this course is devoted to the study of vertebrate histology and the embryology of the frog, the chick, and the pig. One lecture and two laboratory periods a week. Professor Pratt; 3 hours.

6a. General Botany. The laboratory work of this course consists of the dissection and study of typical representatives of the principal groups of plants. One lecture or recitation and two laboratory periods a week. Professor Pratt; 3 hours, first half-year.

7. Biological Theories. This is a general cultural course, intended not only for scientific students but for all who wish to be informed on current biological matters and theories. It consists of lectures and readings on animals and plants, and on the most important theories of the nature and maintenance of life and of evolution and heredity. Professor Pratt; 3 hours.

8. Human Anatomy. A course in general and applied anatomy, for medical and legal students, for prospective teachers in physical training and for general scientific education. The first half-year covers osteology, syndesmology, and the muscular system. The second half-year covers the thorax and abdomen, the reproductive organs, the brain and central nervous system, and the special sense organs. The equipment includes a skeleton, a disarticulated skull, a manikin and charts, and enlarged models of the eye, ear, throat, and heart. The course is supplemented by visits to medical clinics, Blockley Hospital, and dissecting rooms in Philadelphia. Professor Babbitt; 3 hours.
9a. Advanced and Applied Physiology. A course in general advanced physiology with special study of blood, digestive secretions and excretions, the vasomotor system, and the physiology of reproduction. The laboratory periods will be devoted to examination of the blood, secretions, urine and blood pressure, artificial digestion, stomach analysis, muscle tracings, etc.

Professor Babbitt; 3 hours, first half-year.

10b. Bacteriology and Hygiene. A course in general bacteriological study of the more common parasitic bacteria with appropriate apparatus for their culture and analysis; sanitation and municipal hygiene; history of epidemics and world plagues; climatological variations in their national and local aspects. Visits are made to public laboratories of hygiene.

Professor Babbitt; 3 hours, second half-year.

**Geology**

1b. Elementary Geology. A discussion of the general principles of the science. Excursions are taken occasionally in which the physiographical and geological features of the country about Haverford are studied, and trips are made to the important paleontological and mineralogical collections of Philadelphia.

Professor Pratt; 3 hours, second half-year.

**Chemistry**

The chemical laboratory affords ample facilities for the prosecution of elementary or advanced work. The professor and his assistants are in constant attendance.
COURSES OF INSTRUCTION

The laboratory work comprises elementary experiments in general chemistry; the preparation of a number of pure compounds; qualitative and quantitative analysis; and experimental work illustrating chemical laws and theories. Chemistry 1 or Mathematics 2 is required of all Sophomores in the Arts and General Science Courses, and Chemistry 1 is required of all Juniors in the Courses in Engineering.

1. **Elementary General Chemistry.** In this course students will ordinarily have two lectures or recitations and two laboratory periods a week. The preparation, properties, and uses of the more important elements and inorganic compounds are discussed in the lectures and are illustrated by experiments. In the laboratory the time is given mainly to the preparation and study of the non-metallic elements and a few of their compounds.

   Professor Hall; 4 hours.

2. **Qualitative Analysis.** The exercises are mainly practical, but there is, each week, at least one lecture or examination. Although the instruction is devoted chiefly to the methods of qualitative analysis, it is expected that the student will increase materially his knowledge of general chemistry by following this course.

   Professor Hall; 3 hours, or more by arrangement.

3. **Quantitative Analysis.** The simpler gravimetric and volumetric methods of analysis are studied. The calibration of flasks and burettes is also included.

   Professor Hall; 3 hours, or more by arrangement.
4. Organic Chemistry. This course consists of lectures, recitations, and laboratory work throughout the year. It will be found useful not only to those intending to become chemists, but also to students of biology and medicine.

Professor Hall; 3 hours.

5. Advanced Quantitative Analysis. This course is a continuation of Course 3, but includes the analysis of silicates and other complex compounds, the examination of water, milk, butter, iron, steel, etc.

Professor Hall; 3 hours, or more by arrangement.

Physics

The efficiency of the Department of Physics has been greatly increased by the acquisition of the large lecture room and laboratory recently vacated by the Department of Chemistry; and also by the installation in the basement of Founders Hall of a modern shop for instrument-making. A rotary pump delivers either compressed air or a vacuum to all rooms occupied by the Department. A new 24-inch induction coil and accessory apparatus has made the laboratory well equipped for all sorts of X-ray work. The wireless telegraph station is in communication with neighboring stations in the state. All apparatus has been carefully chosen to illustrate the principal phenomena dealt with in the lecture demonstrations of both elementary and advanced work.

The apparatus belonging to the electrical laboratory was selected to illustrate the modern application of electricity as well as its fundamental principles. This includes many types of generators and motors, both alternating and direct; a complete line of measuring
COURSES OF INSTRUCTION

instruments; arc and incandescent lamps; galvanometers, bridges, standards, etc. All the rooms are supplied throughout with both gas and electric light. The following currents are available: 20 volt storage battery, 110 volt direct, 110 and 200 volt 60 cycle three phase alternating, and, by means of transformers, other voltages and phase relations.

Course A is required of all Freshmen not presenting Physics at entrance.

Course 1 is elective in the Sophomore year with either Biology 2, or Greek A, or History 2 and Economics 1.

Courses 2 and 4 are usually given in alternate years, as are also 3 and 5, and all are open as electives to those who have taken Course 1.

Courses 6 and 7 are open as electives to those who have satisfactorily completed the prerequisites. These courses are given every year.

Aa. Elementary Physics. The work is intended to cover the ground of a good high school course. The student is made familiar with natural laws and their applications to daily life, and receives sufficient preparation to enable him to pursue the subject further. The recitations and lectures are accompanied by numerous experimental demonstrations. There is no laboratory work. The text-book is Mann and Twiss, Physics.

Professor Palmer; 3 hours, first half-year.

1. General Physics. This course is open to those who have offered physics for entrance to College or have passed Physics A. Mechanics, sound, heat, light, magnetism, and electricity are taken up and treated in detail. A feature of this course is the laboratory work, the chief aim of
which is accuracy of observation and of measurement. At least one period each week is spent in the laboratory. The text-books are Crew, *General Physics*, and Ames and Bliss, *Manual of Experiments in Physics*.

Professor Palmer; 4 hours.

2a. Electrical Measurements. The laboratory work of this course supplements that of Physics 1 in magnetism and electricity, and consists of fundamental experiments in the measurement of magnetic hysteresis, currents, resistances, electromotive forces, capacity, and inductance. The lectures are devoted chiefly to the description and explanation of phenomena met with in the laboratory. The text-book is Hadley, *Magnetism and Electricity for Students*.

Professor Palmer; 3 hours, first half-year.

3b. Molecular Physics. A study of vacuum tube phenomena, cathode rays, Roentgen rays, and radioactivity is followed by an introduction to the theory of ionization, and to the corpuscular theory of matter. The lectures are accompanied by many interesting demonstrations. There is no laboratory work. The text-book is McClung, *Conduction of Electricity*, and the books of J. J. Thompson, Rutherford, and Fournier are used for reference.

Professor Palmer; 3 hours, second half-year.

4a. Wireless Telegraphy. In this course a brief study of mutual inductance, self-inductance, and capacity leads to a discussion of electric waves, their properties and measurement. Finally the application of these subjects is made to wireless telegraphy, and the student is given an opportunity to apply his knowledge both in sending and receiving messages at the department wireless sta-
COURSES OF INSTRUCTION

tion. A small amount of laboratory work may be required. The text-book is Pierce, *Principles of Wireless Telegraphy.*

Professor Palmer; 3 hours, first half-year.
[Not given in 1913-14.]

5b. *Light.* In this course a brief study is made of fundamental phenomena of light. A small amount of laboratory work is required, including the determination of indices of refraction, the measurement of wave-length and of spectra, and the observation of certain phenomena of diffraction and of polarization. Preston, *Theory of Light,* and Wood, *Physical Optics,* are used for reference.

Professor Palmer; 3 hours, second half-year.
[Not given in 1913-14.]

6. *Electrical Engineering.* This course includes a general survey of electrical science with its applications. A knowledge of electricity such as would be obtained in Physics 1 is required. The instruction is carried on by text-book, lectures, and laboratory work. It includes a study of instruments, generators, motors, transformers, arc and incandescent lamps, heaters, welders, the telephone, etc. The practical phases of the subject, such as wiring buildings, testing apparatus, etc., are taken up as far as time permits.

Professor Rittenhouse; 3 hours.

7a. *Electrical Engineering.* Prerequisite, Physics 6 or equivalent. A detailed study of direct current electrical apparatus. At least one laboratory period a week is required. The experiments include the calibration of instruments; efficiency tests of generators and motors; study of arc and incandescent lamps, etc.

Professor Rittenhouse: 3 hours, or more first half-year.
7b. Electrical Engineering. Prerequisite, Physics 6 or equivalent. The theory of alternating currents and a study of alternating current apparatus. Power costs and the modern applications are studied and illustrated by visits to the large power houses, sub-stations, etc., in Philadelphia and the vicinity. At least one laboratory period a week is required.

Professor Rittenhouse; 3 hours or more, second half-year.

ENGINEERING

The engineering courses are designed to give a thorough training in fundamental engineering principles and, as far as practicable, to teach the application of these principles to the generation and utilization of power and to the construction of machines. It is realized that a successful professional career requires breadth of vision and culture as well as the technical training; accordingly the course includes a number of courses in foreign languages, economics, ethics, etc.

Exceptional facilities for observing the practical side of the work are offered by the many manufacturing companies in and near Philadelphia, and frequent inspection trips are taken.

The Engineering Department occupies Whitall Hall, a commodious stone building, three stories high. The equipment of the shop is modern and of the best quality. The woodworking room affords accommodation for fourteen students. The benches are provided with quick-action vises and a complete set of carpenter’s tools for each student. This shop contains a 36” band saw and five wood-lathes. The iron-working room contains a 24” x 12’ Blaisdel engine-lathe and three smaller engine-
COURSES OF INSTRUCTION

lathes; a 24" x 24" x 6' planer, a Becker-Brainard universal milling-machine, a Gould and Eberhardt 16" shaper, two drill-presses, several vises and complete sets of machinist’s tools for bench-work, pipe-fitting, etc. Steam-engine indicators, weighing-scales, standard pressure-gauges, calorimeters and electrical measuring-instruments, in connection with the central heating and lighting plant, afford good opportunity for the testing of boilers, engines and dynamos. A 30,000-pound Riehlé screw testing-machine, gives opportunity for testing materials and for investigating the laws of stress and strain. The third story of the building is devoted to drawing; it is a large and well-lighted room, where thirty students may be accommodated at one time. The equipment includes a number of pieces for study and sketching, such as steam and air pumps, safety-valves, shaft-hangers, etc.

A description of the mechanical courses is given below. For the corresponding electrical courses see Physics 6 and 7.

All of these courses are open as electives to those who have satisfactorily completed the prerequisites.

Special courses may be arranged to suit the needs of those students intending to continue their engineering studies at other institutions.

1b. Steam Engineering. A study of the action of steam and gas engines, condensers, air-compressors, steam-boilers, etc. Horse-power tests are made and efficiencies studied. The thermo-dynamic principles involved are considered in the latter half of the course. Hydraulics, refrigeration, heating, and ventilation are taken up as far as time permits. This course consists of four recita-
tations or lectures and one draughting-room period per week. Those taking the course as an elective may omit the draughting-room work.

Professor Rittenhouse; 5 hours, second half-year.

2a. Elements of Mechanism. A study of the mechanical movements employed in machinery; various methods of transmitting and transforming motion; a detailed study of the teeth of wheels. This course includes lectures, recitations, and at least one draughting-room period a week.

Professor Rittenhouse and O. M. Chase; 3 hours, first half-year.

3. Practical Mechanics. Students in the Engineering course ordinarily spend at least five hours a week for two years in the shop and have the privilege of electing extra hours after the completion of the regular course, if the facilities of the shop permit. Other students may elect any of the half-year courses. The course begins with simple exercises in wood-working, including sawing and planing, and progresses through graded exercises in joinery of all kinds, turning, and pattern-making. One half-year is usually spent in this subject.

Iron-work is taken up next. Bench-work in filing, chipping, and scraping occupies a half-year. Another half-year is occupied with pipe-fitting, forging, welding, and annealing. Each student is required to make a set of tools to be used in the machine-shop.

The remaining time is devoted to the use of the various machine tools in executing a series of graded exercises. During the first year each student overhauls a steam engine, sketches the various parts and learns their names and functions.
COURSES OF INSTRUCTION

In connection with the iron-work, a short course is given on metallurgy.

The grades in this course are based upon the faithfulness of the student in his work, his promptness, and his care of tools, as well as upon the accuracy of his work and the amount of time occupied on each exercise.

Professor Rittenhouse and G. W. Weaver; 2 hours, or more by arrangement.

4. Mechanical Drawing and Machine Design. Engineering students are required to spend five hours a week for two and one-half years or more in this department. Other students may elect any of the courses in this department for which they are qualified. The first exercises are designed to give facility in the use of instruments. These are followed by the elementary projection of solids and complicated intersections, a short course in descriptive geometry, and the exact and the conventional representation of threads, bolts, and nuts.

Sketching and dimensioning from models are next taken up and, during the Sophomore year, simple working drawings are made from these sketches. Spur and bevel gear-wheels, screw and other gearing, quick return motions, and the various transmission gears are taken up and designed in connection with the course in mechanism.

A number of practical problems in valve-gears, involving the plane slide valve, piston-valve, Corliss-valve, shifting eccentrics, link motions, etc., are solved by each student. The course concludes with the design of a steam or gas engine and complete detail drawings of all working parts, or the equivalent.

O. M. Chase and Professor Rittenhouse; 2 hours, or more by arrangement.
5a. Mechanics of Materials. A study of the materials employed in engineering constructions; of stress and strain; of beams and columns; of shafting; of girders, trusses, combined stresses, etc.

A series of tests on the screw testing-machine is made by each student.

Professor Rittenhouse; 3 hours, first half-year.

5b. Structural Design. A continuation of Course 5a. Stresses in structures are calculated graphically and analytically. The design or analysis of a complete roof or bridge truss is included in the course.

Professor Rittenhouse; 3 hours, second half-year.

Physical Training

The Gymnasium contains a main floor, sixty by ninety feet, equipped with the most improved appliances for American and Swedish gymnastics. It has an inclined running track, five feet in width. Adjoining the main floor are offices for the use of the directors in physical examination and measurement, and special student conferences. Adjoining the main hall is a large and comfortable reading-room with magazines and papers. Above are a trophy room and apartments for the use of the alumni. The basement contains dressing-rooms, a number of well-ventilated lockers, shower-baths, a swimming-pool, and a double bowling-alley. There is a special dressing-room provided for the faculty and visiting athletic teams.

A thorough physical examination is given to each student upon entrance, and another at the end of the Sophomore year. No student whose physical condition
COURSES OF INSTRUCTION

is unsatisfactory will be permitted to represent the College on any athletic team.

The work of the department includes the following:

Biology 1a. A course of lectures upon anatomy, physiology, and hygiene, given to the Freshman class during the first half of the college year. (See page 68.)

Physical Training 1. A course in systematic calisthenic drill and apparatus work during the second and third quarters of the year. This is accompanied by required reading in anatomy and physiology appropriate to the theory of physical training.

Physical Training 2. A general advanced course in light and heavy gymnastic work with collateral reference reading on the general theory of physical training.

Physical Training 3. Elective practice in advanced gymnastic work for the college gymnastic team subject to requisite physical qualifications. This work is elective to Juniors and Seniors and may be substituted for Physical Training 1 and 2 by a selected number of Sophomores and Freshmen of advanced gymnastic ability.
THE LIBRARY

The College Library now contains about sixty thousand volumes, besides numerous pamphlets. It has been selected and arranged with the object of making it especially useful as a library of reference. The students have free access to the shelves and the Librarian and his assistants are ready to give aid to students and readers.

About two thousand dollars are expended yearly for the purchase of books and periodicals. The library is a regular depository of the United States Government.


The Library possesses the fine Harris Collection of over sixty Hebrew, Greek, Latin, Arabic, Syriac, and Ethiopic manuscripts collected by Dr. J. Rendel Harris. Besides these there is a collection of facsimiles of ancient documents, including photographic facsimiles of the four great manuscripts of the New Testament and of the recently discovered Odes of Solomon.

There is a collection of more than four hundred Babylonian clay tablets dating from B. C. 2500. There are also seven hundred reproductions in fictile ivory of ancient and medieval carved ivories.

Approximately one hundred and seventy-five literary and scientific periodicals are taken.

The Library is open, with some exceptions, on week-days from 8.30 a. m. to 10 p. m. While designed especially for the use of the officers and students, others have the privilege of consulting and, under certain restrictions, of withdrawing books.
THE CHARLES ROBERTS AUTOGRAPH COLLECTION

This autograph collection, formed by the late Charles Roberts, of Philadelphia, a graduate (1864) and for many years a Manager of the College, was in 1902 presented to the College by his wife, Lucy B. Roberts. It consists of more than 11,000 items, embracing not only autograph letters of European and American authors, statesmen, scientists, ecclesiastics, monarchs, and others, but also several series of valuable papers. The whole collection, covering as it does the period beginning with the late fifteenth century and coming down to the present day, is one of unusual historical and literary interest.

It has been housed in a fireproof room and a careful card catalogue has been prepared. The collection is open for inspection or research on application to the curator, Allen C. Thomas.

GRADING OF STUDENTS

In determining the standing of the student, daily recitations, hour examinations, and final examinations are all employed. The grades attained by students in their college courses are indicated on reports, issued quarterly, by the five letters, A, B, C, D, E. A indicates a grade from 90 to 100, inclusive; B from 80, inclusive, to 90; C from 65, inclusive, to 80; D from 50, inclusive, to 65; and E indicates a failure. The numerical grades are not published. No student is permitted to graduate if his combined average for the Junior and Senior years is below C.
HONORS

Honors are awarded for excellence in the studies of single departments. They are never given merely for performance of routine work in courses, but a considerable amount of extra work is demanded in every case.

Honors are of three kinds:

(a) *Honorable Mention*, to be awarded for work in a single course, meeting not less than two hours per week throughout the year, plus additional work to the total amount of not less than 75 hours. Candidates for Honorable Mention must obtain the grade of A in the regular work of the course and pass creditably an examination on the additional work required. Two courses in the same department, taken in successive half-years, may be construed as a single course.

(b) *Preliminary Honors*, to be awarded at the end of either Sophomore, Junior, or Senior year for not less than two years' work, amounting to six hours a week in the courses of a single department, plus additional work to the total amount of not less than 150 hours.

Candidates for Preliminary Honors must obtain a grade of at least B in all courses required for such honors (see below) and a grade of A in such of these courses as are taken in the year in which they are candidates, and must pass creditably examinations on the additional work required.

(c) *Final Honors*, to be awarded upon graduation for work in the courses of a single department, plus additional work to the total amount of not less than 250 hours.
Candidates for Final Honors must take courses amounting to at least ten hours in the department in which they apply for honors, at least six of these hours being in the Junior and Senior years. They must in all of these courses obtain a grade of at least B and in those taken in the Senior year a grade of A, and must pass creditably examinations on the additional work required. There are three grades of Final Honors: Honors, High Honors, and Highest Honors. The requirements for High Honors are of a more exacting nature than those for Honors, and Highest Honors are reserved for very exceptional cases. Both High Honors and Highest Honors are awarded only by special vote of the Faculty.

Students entering with advanced standing may offer work done elsewhere towards satisfying the requirements for Preliminary or Final Honors.

A student who has received the prescribed grade in the regular work of a course required for honors, but who has not done the additional work required in connection with such course, may, with the consent of the professor in charge, make up his deficiency in a later year, but in the case of Final Honors all such deficiencies must be made up by the end of the Junior year.

The minimum requirements in courses for Preliminary Honors (if offered) and for Final Honors are specified on the next page.
# HAVERFORD COLLEGE

## Courses Required for Preliminary and Final Honors

<table>
<thead>
<tr>
<th>Preliminary Honors</th>
<th>Final Honors</th>
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<tbody>
<tr>
<td>Greek 1, 2.</td>
<td>1, 2, 3, 4, 5.</td>
</tr>
<tr>
<td>Latin 1, 2.</td>
<td>1, 2, 3, 4, 5.</td>
</tr>
<tr>
<td>English None given.</td>
<td>1, 2, 3, 4, and courses amounting to six hours from 5, 8, 9, 10, 11, 12, 13.</td>
</tr>
<tr>
<td>German 1, 2.</td>
<td>1, 2, 3, 5, 6.</td>
</tr>
<tr>
<td>French 1, 2.</td>
<td>1, 2, 3, and courses amounting to six hours from 4 and 5.</td>
</tr>
<tr>
<td>Romance Languages None given.</td>
<td>French 1, 2, 3, 4, 5, and Honorable Mention in Spanish 1 and Italian 1.</td>
</tr>
<tr>
<td>Mathematics 1, 2.</td>
<td>1, 2, 3, 6.</td>
</tr>
<tr>
<td>History 1, 2, and 3 or 4.</td>
<td>1, 2, and three of the four courses: 3, 4, 5, 6.</td>
</tr>
<tr>
<td>Economics None given.</td>
<td>1, 2, 3, 4, 5, 6, 7.</td>
</tr>
<tr>
<td>Philosophy None given.</td>
<td>1, 2, 3, 4, 5.</td>
</tr>
<tr>
<td>Biology 2 and 3 or 5.</td>
<td>2, 3, 4, 5, 8, 9.</td>
</tr>
<tr>
<td>Chemistry 1, 2.</td>
<td>1, 2, 3, 4.</td>
</tr>
<tr>
<td>Physics 1, 2, and 3, or 4</td>
<td>1, and courses amounting to nine hours from 2, 3, 4, 5, 6, 7.</td>
</tr>
<tr>
<td>Engineering None given.</td>
<td>Physics 6, Engineering 1, 2, 5.</td>
</tr>
</tbody>
</table>

86
DEFICIENT STUDENTS

Opportunities for the removal of entrance conditions will be given at the regular entrance examinations in June and September and at a special examination in January.

Opportunities for the removal of first half-year conditions will be given in April and September.

Opportunities for the removal of second half-year conditions will be given in September and January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of five dollars will be charged against the student at the next regular re-examination period, whether or not the make-up examination is actually taken.

A student who has failed to remove a condition after two opportunities, or who has taken absences exceeding two-fifths of the total number of recitations and lectures in a given course, shall repeat the course and may be registered with the next lower class. In case of conflict the repeated course shall take precedence over all other courses.

DEGREES

Bachelor of Arts and Bachelor of Science

Students who have received credit for the full number of hours in prescribed and elective studies as required for the Course in Arts or for one of the Courses in Science (compare pages 38-41), provided also that they have attained for the Junior and Senior years a combined average of C, or above, are granted respectively the degree of Bachelor of Arts or Bachelor of Science. The fee for the Bachelor’s diploma is ten dollars.
HAVERFORD COLLEGE

MASTER OF ARTS AND MASTER OF SCIENCE

Resident graduates who have received the Bachelor's degree from Haverford College, or graduates of other colleges who, in the judgment of the Faculty, have done work equivalent to that required for the Bachelor's degree at Haverford, may be admitted as candidates for the degree of Master of Arts or Master of Science. Such students must submit for the approval of their instructors and the Faculty Committee on Advanced Degrees a plan of study involving the equivalent of twelve hours a week in advanced courses.

Non-resident graduates of Haverford College of three years' standing or more may also be admitted to the Master's degree. They must, however, at the beginning of their work, arrange with the committee a definite course of study and make annual reports during three years to the instructors in charge.

The candidate must pass an examination satisfactory to his instructors and to the Faculty Committee. At the option of the instructors, a thesis may be required. Before the examination the instructors in charge shall file with the committee a statement of the work done by the candidate.

The fee for the Master's diploma is twenty dollars. In the case of non-resident graduates an additional fee of ten dollars is required at the beginning of the course.

ROOMS

A student who continues in the College may retain the room he already occupies. The order of choice of vacant rooms is determined by lot, the upper classmen having precedence. Entering Freshmen may choose rooms
ROOMS

in the order in which their application blanks for admission (see page 23) are received. For this choice a day is ap-
pointed, of which due notice is given in advance. Ten of the $400 rooms are regularly reserved as a part of the
apportionment for Freshmen.

A deposit of $15 is required of all students, old and new, before a room will be reserved. In case the student
occupies the room, the amount will be deducted from his bill for the following year; otherwise it will be forfeited.

EXPENSES

The combined charge for tuition, board, and room-rent varies with the location of the rooms from $400 to $575 a year. This includes steam heat, electric light, the use of necessary bed-room furniture, and care of rooms. Students will supply their own study furniture. In general two students share one study and each has his private bed-room adjoining. A few single rooms are also available. The number of students accommodated in the dif-
ferent halls is as follows:

Merion Hall, 21 at $400 each,
Merion Hall, 16 at $450 each,
Founders Hall, 8 at $400 each,
Barclay Hall, 16 at $400 each,
Barclay Hall, 31 at $450 each,
Barclay Hall, 46 at $500 each,
Lloyd Hall, 16 at $575 each.

The charge for tuition of day-students is one hundred and fifty dollars a year; for tuition and mid-day meal, two hundred dollars a year.

Books and stationery will, at the option of the student, be supplied by the College and charged on the half-yearly
bills. A charge is also made for materials consumed and breakage in the laboratories.

Bills for board and tuition are payable, three-fifths at the beginning, and two-fifths at the middle, of the college year.

THE MORRIS INFIRMARY

The new infirmary, the gift of John T. Morris, was opened for students in the fall of 1912. It contains ten beds and accommodations for doctor and nurse. There is also an isolated ward for contagious diseases. Every provision has been made for complete sanitary and curative arrangements.

The attendance of the regular nurse is free to students. Medical attendance for brief ailments is also given, free of charge, by the college physician.

SCHOLARSHIPS

I. Senior Foundation Scholarships. Six scholarships of the annual value of $300 each offered to graduates of Earlham, Penn, Wilmington, Guilford, and Whittier Colleges and Friends' University, nominated by their respective Faculties.

II. Isaiah V. Williamson Scholarships. Three scholarships covering all expenses of board and tuition.

III. Richard T. Jones Scholarship. One scholarship covering all expenses of board and tuition.

(II and III are so arranged that one is usually vacated each year and awarded to a Freshman.)

IV. Corporation Scholarships. Sixteen scholarships of the annual value of $300 each, awarded without appli-
SCHOLARSHIPS

cation to the four students in each class who have the highest average scholarship. This is determined in the case of upper classmen from their general average for the year. In the case of the incoming Freshman class the scholarships will be assigned immediately after the Sixth month examinations (see page 26) to those candidates entering by either plan of admission who are judged to be best prepared to do the work of the College.

V. Edward Yarnall Scholarship. One scholarship of the annual value of $200. Open to Friends only.

VI. Thomas P. Cope Scholarship. One scholarship of the annual value of $200. Open to Friends who intend to teach.

VII. Sarah Marshall Scholarship. One scholarship of the annual value of $200.

VIII. Mary M. Johnson Scholarship. One scholarship of the annual value of $200.

IX. Day Scholarships. Eight scholarships of the annual value of $100 each.

X. Tuition Scholarships. Twenty-four scholarships of the annual value of $150 each.

XI. Alfred Smith Scholarship. One scholarship given on competitive examination to a candidate for the Freshman class who is of German-American parentage and whose ancestors came to this country prior to the year 1800. The annual value is $400. It may be held for two or more years if the work of the recipient is satisfactory, and may also be followed by a fellowship of $400 for one year in Harvard University.
XII. *Joseph E. Gillingham Scholarships*. Four scholarships of the annual value of $200 each "for meritorious students."

All scholarships are given for one year only, but, with the exception of I, they may be renewed by the College if the conduct and standing of the recipient be satisfactory.

The Senior Foundation Scholarships will thus be vacated yearly, and about one-fourth of the others.

Except IX, all scholarships involve residence at the College.
FELLOWSHIP'S

The Clementine Cope Fellowship, of the annual value of $500, may be awarded by the Faculty to the best qualified applicant from the Senior class. He is required to spend the succeeding year in study at some American or foreign university approved by the Faculty.

Teaching Fellowships. Two fellowships of $300 each, involving certain duties at Haverford College, are offered yearly on the same foundation. They are construed to cover all the charges for tuition, rooms, and board.

PRIZES

Alumni Prize for Composition and Oratory

The Association of the Alumni, in the year 1875, established an annual prize of $50, either a gold medal or an equivalent value in books and bronze medal, for excellence in composition and oratory. The following are the rules governing the competition:

I. The Alumni medal is offered yearly for competition among the members of the Junior and Senior classes, as a prize for the best delivered oration prepared therefor.

II. Three or five judges shall be appointed from year to year by the Alumni Committee, who shall hear publicly all competitors who may be qualified to appear.

III. No oration shall occupy in delivery more than fifteen minutes.
IV. In making the award equal weight is to be given to the literary merits of the oration and to the manner of delivery.

V. The judges shall have the right to withhold the prize if the literary merits and the manner of delivery of the oration fall below a creditable standard of excellence.

The Everett Society Medal

This silver medal is offered by the donor for competition in extemporaneous speaking by the members of the two lower classes. It is given in memory of the old Everett Society.

John B. Garrett Prizes for Systematic Reading

Four prizes, worth $40, $30, $20, and $10, respectively, will be given in books to those members of the Junior class who, having creditably pursued their regular studies and paid proper attention to physical culture, shall have carried on the most profitable course of reading in standard authors during the Sophomore and Junior years.

The direction of the work and the award of the prizes shall be in the hands of a committee consisting of the President, the Librarian, and the Professor of English Literature.

There will be an oral examination to determine the scope and quality of the reading, and a thesis treating of subjects embraced in the course will be required.

Any or all of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.
PRIZES

The Class of 1896 Prizes in Latin and Mathematics

These are two prizes worth $10 each. They will be awarded in books at the end of the Sophomore year for proficiency in Latin and Mathematics, respectively.

The Class of 1898 Prize in Chemistry

The Class of 1898 offers a prize of $10 in books to the member of either the Junior or Senior class who, in the judgment of the Professor of Chemistry, shall have done the most thorough and satisfactory work during the year in the laboratory, and in oral and written examinations.

The prize will not be awarded twice to the same student.

The Class of 1902 Prize in Latin

The Class of 1902 offers a prize of $10 in books to the Freshman whose work in Latin, in recitations and examinations combined, shall be the most satisfactory to the professor in charge of the department.

The Mathematical Department Prize in Mathematics

The Mathematical Department offers a prize of $10 in books, to be awarded at the end of the Freshman year, to the most proficient student in Mathematics.

The Elliston P. Morris Prize

A prize of $80, open to all undergraduates and to graduates of not more than three years’ standing, is offered in alternate years for the best essay bearing on the general problem of "International Peace and the Means of Securing it.” The next award will be made in the
Fifth month of 1914, and will be announced at Commencement. Any or all of the papers may be rejected if a high standard of merit is not reached. Competitors are urged to avoid mere discussion and fine writing, and to seek the advancement of knowledge by a study of facts or a proposal of practical advantage. The essays of 1914 may be written on one of the following subjects:

1. The grounds for believing that an international court of arbitral justice will become a substitute for war.
2. The ethical grounds for opposition to war.
3. Will the economic burden of war, and of national armament in time of peace, force the nations of the world to adopt peaceful methods of settling disputes?
4. Lessons for the peace movement in the armed conflicts of 1912 and 1913.
5. The obstacles which America has placed in the way of her influence in the councils of nations by the rejection of arbitration treaties.

Prizes in Philosophy and Biblical Literature

A prize of $40 in books will be given each year to the student who, in the judgment of the professor in charge, does the most satisfactory amount of outside reading in philosophy in connection with the courses in that department. A second prize of $25 will also be given. The prizes in philosophy are open only to Seniors and Juniors.

A prize of $40 in books will be given each year to the student who, in the judgment of the professor in charge, does the most satisfactory amount of outside reading in connection with the courses in Biblical Literature. A second prize of $25 will also be given. The prizes in Biblical Literature can be competed for during any year of the College course.
SOCIETIES

The Loganian Society, the oldest in the College, was founded in 1834, "for mutual improvement in Literature and Science." In 1906, when it was reorganized, its interests had extended so as to necessitate three departments—Civic, Scientific, and Debating. In 1908 the Civic Department withdrew to organize the Civic Club, and in 1909 the Scientific Department withdrew to reorganize the Scientific Society. The Loganian Society proper thus exists only as a debating club, and as such has control of the inter-class debates.

The Classical Club is composed of members of the Faculty, students, alumni, and others, who are interested in the life and literature of the Greeks and Romans.

A Young Men's Christian Association, organized in 1879, has a membership embracing a majority of the students.

A chapter of the Phi Beta Kappa Society, Zeta of Pennsylvania, was established at the College in 1898.

The Campus Club is an organization of the Faculty, students and other friends of the College for promoting the study and preservation of trees, shrubs, birds, and wild animals on the College property.

The Haverford Union is an organization of alumni and students for the promotion of social fellowship. The home of the Union is a large and attractive building supplied with reading rooms, recreation rooms, sleeping rooms for visiting alumni, and a large assembly hall.
PERIODICALS

Haverford College Bulletin is issued by the College eight times in each collegiate year. Included under this title are the College Reports, Catalogue, Athletic Annual, and other matter.

The Haverfordian, founded in 1879, is published monthly by the students during the college year.

College Weekly, founded in 1909, is published weekly by the students during the college year.

LECTURESHIPS

Haverford Library Lectures

The income of $10,000, received in 1894 from the estate of Mary Farnum Brown, is available by the terms of the gift “to provide for an annual course or series of lectures before the Senior class of the College and other students, on the Bible, its history and literature, and as way may open for it, upon its doctrine and its teaching.”

Thomas Shipley Lectures on English Literature

The sum of $5,000, presented in 1904 by Samuel R. Shipley, in memory of his father, Thomas Shipley, constitutes the Thomas Shipley Fund. The income of this fund is ordinarily to be used “for lectures on English literature.”
PUBLIC LECTURES AND MEETINGS
1911-1912

HAVERFORD LIBRARY LECTURES

By Terrot Reaveley Glover, M.A., Cambridge University Lecturer on Ancient History:

"John Bunyan." 3rd mo. 25th, 1912.

"The Great Age of Greece." 3rd mo. 28th, 1912.

"Herodotus." 4th mo. 1st, 1912.

"Euripides." 4th mo. 8th, 1912.

THOMAS SHIPLEY LECTURE ON ENGLISH LITERATURE

"Robert Browning," by Dr. J. Duncan Spaeth, Professor of English in Princeton University.

2nd mo. 20th, 1912.

THE HAVERFORD FACULTY LECTURES

"The Influence of Woman," by Professor A. G. H. Spiers.

12th mo. 13th, 1911.


1st mo. 10th, 1912.
"Ancient Ways in Modern Greece," by Professor W. W. Baker.  
2nd mo. 21st, 1912.

"Some New World Landmarks and Their Historic Significance," by Professor R. W. Kelsey.  
3rd mo. 13th, 1912.

"Life in the Deep Sea," by Professor H. S. Pratt.  
4th mo. 24th, 1912.

**The Haverford Summer School Evening Lectures**

"Stories of Life in the Ghetto," by Mary Agnes Best, of New York City.  
6th mo. 24th, 1912.

"The Spiritual Life and How to Deepen It," by Dr. Hugh Black, Professor of Homiletics in Union Theological Seminary, New York City.  
6th mo. 25th and 26th, 1912.

"Apocalypse and Prophecy," by Professor Frank C. Porter, Professor of Biblical Theology in Yale Divinity School, New Haven, Conn.  
6th mo. 27th, 1912.

6th mo. 28th, 1912.

7th mo. 1st, 1912.
LECTURES

"The Country Church Problem," by Dr. Warren H. Wilson, of the Presbyterian Board of Home Missions, New York City.

7th mo. 2nd, 1912.

OTHER LECTURES


10th mo. 30th, 1911.


10th mo. 31st, 1911.


11th mo. 1st, 1911.

Address by Dr. Inazo Nitobé, First Exchange Lecturer from the Japanese Government to the United States.

1st mo. 8th, 1912.

"Roman Ruins in Southern France," by Dr. Wilfred P. Mustard, Professor of Latin in Johns Hopkins University.

1st mo. 19th, 1912.

"The Problem of Pure Water and the Relation of Pure Water to Public Health," by Dr. David Wilbur Horn, Consulting Chemist of the Board of Health of Lower Merion Township.

1st mo. 25th, 1912.
"Feeble-Mindedness as a Social Menace," by Dr. Henry Herbert Goddard, Director of Department of Research, Training School for Feeble-Minded Children, Vineland, N. J.

2nd mo. 15th, 1912.

"Playing the Game, a Statement of a Life Philosophy in Terms of Sportsmanship," by Dr. George E. Vincent, President of the University of Minnesota.

4th mo. 2nd, 1912.


4th mo. 4th, 1912.

"Ruined Cities of Asia Minor, Including some of the Seven Churches," by Professor D. M. Robinson, of Johns Hopkins University. Lecture delivered under the auspices of the Classical Club.

4th mo. 26th, 1912.


5th mo. 15th, 1912.

Miscellaneous

Opening of the new Chemical Hall, with addresses by Edgar Fahs Smith, Provost of the University of Pennsylvania, and others.

10th mo. 25th, 1911.
LECTURES

Joint Recital by Austin Conradi and Arthur Conradi, under the auspices of the Music Study Club.
12th mo. 8th, 1911.

Laying the corner stone of the new Morris Infirmary.
3rd mo. 15th, 1912.

Fourteenth Annual Meet of the Intercollegiate Association of Amateur Gymnasts of America.
3rd mo. 22nd, 1912.

"Molière's 'Le Bourgeois Gentilhomme,'" presented by members of French IV and ladies of the Thursday Afternoon French Class.
3rd mo. 27th, 1912.

Junior Day.
4th mo. 12th, 1912.

5th mo. 20th, 1912.

Annual Contests in Public Speaking for the Everett Society Prize and for the Alumni Prize in Oratory.
5th mo. 21st, 1912.

Senior Class Day.
6th mo. 13th, 1912.

Commencement Day. Commencement Exercises in Roberts Hall, with address by Elmer Ellsworth Brown, Ph.D., LL.D., Chancellor of New York University.
6th mo. 14th, 1912.
HAVERFORD COLLEGE

DEGREES, PRIZES, AND HONORS
GRANTED IN 1911–12

Degrees

The following degrees were conferred on Commencement Day, 6th mo. 14th, 1912:

Master of Arts

John Steele Downing, S.B. (Haverford College).
Theses—“The Development of the Atomic Theory,”
“The Manufacture of Charcoal Iron Boiler Tubes.”
William Davis Hartshorne, Jr., A.B. (Haverford College).
Subject—French.
Caleb Winslow, A.B. (Haverford College).
Thesis—“October Horse, A Study in Primitive Culture.”

Bachelor of Arts

Albert Lang Baily, Jr. Leslie Warren Ferris
Joshua Longstreth Baily, Jr. Hans Froelicher, Jr.
Mark Balderston William Herbert Howard
Stacey Kile Beebe Horace Howson
Arthur Lindley Bowerman Clarence Merle Hunt
John Arthur Brownlee Lance Brenton Latham
James McFadden Carpenter, Jr. William Evan Lewis
J. Benington Elfreth, Jr. Herbert Mendenhall Lowry
Douglas Platt Falconer Harmon Maier
Ralph Lee Fansler Albert Lawrence Marshburn
Edward Imbrie Miller
DEGREES

Robert Everts Miller  
David Colden Murray  
Irvin Corson Poley  
John Daub Renninger  
Kenneth Andrew Rhoad  
Leonard Chase Ritts  
Thomas Emlen Shipley  
Francis Gerow Smiley  
Lloyd Mellor Smith  
Walter Hopkins Steere  
Edward Wallerstein, Jr.  
Guy Samuel Wheeler

Bachelor of Science

Paul Clisby Brewer, Jr.  
Johsua Alban Cope  
Clyde Gowen Durgin  
Francis Hunt Farquhar  
Walter Wood Longstreth  
Charles Thompson Moon  
Sydney Sharp Morris  
Eli Nichols  
John Hollowell Parker  
William Hooten Roberts, Jr.  
Henry Malcolm Thomas, Jr.

Fellowships and Scholarships for 1912–13

The Clementine Cope Fellowship

Mark Balderston

Teaching Fellowships

Joshua Longstreth Baily, Jr.  
Lance Brenton Latham

Corporation Scholarships

Class of 1913

Joseph Moorhead Beatty, Jr.  
Norris Folger Hall  
George Montgomery  
John Valentine Van Sickle
HAVERFORD COLLEGE

Class of 1914

Harry Offermann        Edward Rice, Jr.
Walter Gregory Bowerman Roy McFarlan

Class of 1915

Edgar Milton Bowman   Joseph McNeill
George Hervey Hallett, Jr. Paul Craig Hendricks

Class of 1916

Ulric Johnson Mengert    Sherman Parker Morgan
Wilmar Mason Allen      Edgar Chalfant Bye

Prizes

The Alumni Prize in Composition and Oratory
Mark Balderston
Honorable Mention—Oliver Moore Porter

The Everett Society Medal for Extemporaneous Speaking by Sophomores and Freshmen
Stewart Patterson Clarke

The John B. Garrett Prizes for Systematic Reading during the Sophomore and Junior Years
First Prize.........................George Montgomery
Second Prize.....................Herbert Victor Nicholson
The Third and Fourth Prizes were not awarded.

The Class of 1896 Prize in Latin for Sophomores
Harry Offermann
PRIZES

The Class of 1896 Prize in Mathematics for Sophomores
Walter Gregory Bowerman

The Class of 1898 Prize in Chemistry for Seniors and Juniors
Charles Otis Young

The Class of 1902 Prize in Latin for Freshmen
Paul Kimball Whipple

The Mathematical Department Prize in Mathematics for Freshmen
Edgar Milton Bowman

Reading Prizes in Philosophy for Seniors and Juniors
First Prize ......................... Charles Thompson Moon
Second Prize ......................... Harmon Maier

Reading Prizes in Biblical Literature
First Prize ............................. Harry Offermann
Second Prize .......................... Edgar Milton Bowman

French Prizes for the best Essay on some Subject connected with French Literature
Senior Prize ......................... Joshua Alban Cope
   Essay—Paul Hervieu
Junior or Sophomore Prize .... Frederick Augustus Curtis
   Essay—François Coppée
HAVERFORD COLLEGE

The Elliston P. Morris Prize offered in Alternate Years for the best Essay on "International Peace and the Means of Securing It"

Kenneth Andrew Rhoad

Honors

Seniors elected to the Phi Beta Kappa Society
John Hollowell Parker Irvin Corson Poley
Mark Balderston Hans Froelicher, Jr.
Joshua Longstreth Baily, Jr. Arthur Lindley Bowerman
Joshua Alban Cope

Junior elected to the Phi Beta Kappa Society
Joseph Moorhead Beatty, Jr.

Honors in Departments

Final Honors
Mark Balderston Mathematics
Arthur Lindley Bowerman Latin
Joshua Alban Cope French
Douglas Platt Falconer Economics
David Colden Murray French
Irvin Corson Poley French

Preliminary Honors
Arthur Lindley Bowerman German
Walter Gregory Bowerman German and Mathematics
James McPadden Carpenter, Jr. French
Frederick Augustus Curtis French

108
HONORS

Roy McFarlan..........................Latin
George Montgomery......................History
Percy Warren Moore.....................German
Herbert Victor Nicholson...............Mathematics
Harry Offermann.........................Greek and Latin
William Webb................................History

Honorable Mention

Edgar Milton Bowman
    German 1 and Freshman Mathematics
George Hervey Hallett, Jr.
    Latin 1, German 1 and Freshman Mathematics
Edward Morris Jones.....................History 2
Roy McFarlan..........................Economics 1
George Montgomery.....................Latin 3
Harry Offermann.........................Mathematics 2
Oliver Moore Porter......................French 5
Herbert William Taylor..................Economics 1
Grover Cleveland Theis................German 1
Ernest Nicholson Votaw................Freshman Mathematics
Paul Kimball Whipple....................Latin 1
<table>
<thead>
<tr>
<th>INDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission:</td>
</tr>
<tr>
<td>Requirements for.</td>
</tr>
<tr>
<td>Schedule of Examinations.</td>
</tr>
<tr>
<td>To advanced classes.</td>
</tr>
<tr>
<td>Anglo-Saxon, Instruction in.</td>
</tr>
<tr>
<td>Schedule of Examinations</td>
</tr>
<tr>
<td>To advanced classes.</td>
</tr>
<tr>
<td>Anglo-Saxon, Instruction in.</td>
</tr>
<tr>
<td>Arts Course:</td>
</tr>
<tr>
<td>Admission to.</td>
</tr>
<tr>
<td>Description of.</td>
</tr>
<tr>
<td>Astronomy, Instruction in.</td>
</tr>
<tr>
<td>Autograph Collection.</td>
</tr>
<tr>
<td>Biblical Literature, Instruction in.</td>
</tr>
<tr>
<td>Biology, Instruction in</td>
</tr>
<tr>
<td>Botany:</td>
</tr>
<tr>
<td>For admission to College.</td>
</tr>
<tr>
<td>Instruction in.</td>
</tr>
<tr>
<td>Calendar</td>
</tr>
<tr>
<td>Chemistry:</td>
</tr>
<tr>
<td>For admission to College.</td>
</tr>
<tr>
<td>Instruction in.</td>
</tr>
<tr>
<td>Committees, Standing, of the Faculty</td>
</tr>
<tr>
<td>Comparative Literature, Instruction in.</td>
</tr>
<tr>
<td>Corporation:</td>
</tr>
<tr>
<td>Officers of.</td>
</tr>
<tr>
<td>Courses of Instruction.</td>
</tr>
<tr>
<td>Deficient students.</td>
</tr>
<tr>
<td>Degrees:</td>
</tr>
<tr>
<td>Awarded in 1912.</td>
</tr>
<tr>
<td>Bachelor's.</td>
</tr>
<tr>
<td>Master's.</td>
</tr>
<tr>
<td>Description of Haverford College.</td>
</tr>
<tr>
<td>Economics, Instruction in.</td>
</tr>
<tr>
<td>Elective Courses, Requirements for the Choice of</td>
</tr>
<tr>
<td>111</td>
</tr>
<tr>
<td>Topic</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Engineering, Instruction in</td>
</tr>
<tr>
<td>Engineering Courses:</td>
</tr>
<tr>
<td>Admission to</td>
</tr>
<tr>
<td>Description of</td>
</tr>
<tr>
<td>English Language and Literature:</td>
</tr>
<tr>
<td>Instruction in</td>
</tr>
<tr>
<td>For admission to College</td>
</tr>
<tr>
<td>Ethics, Instruction in</td>
</tr>
<tr>
<td>Examinations:</td>
</tr>
<tr>
<td>For admission to College</td>
</tr>
<tr>
<td>For the Master's degree</td>
</tr>
<tr>
<td>For Honors</td>
</tr>
<tr>
<td>Expenses</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Fellowships</td>
</tr>
<tr>
<td>Holders of</td>
</tr>
<tr>
<td>French:</td>
</tr>
<tr>
<td>For admission to College</td>
</tr>
<tr>
<td>Instruction in</td>
</tr>
<tr>
<td>Geology, Instruction in</td>
</tr>
<tr>
<td>German:</td>
</tr>
<tr>
<td>For admission to College</td>
</tr>
<tr>
<td>Instruction in</td>
</tr>
<tr>
<td>Government, Instruction in</td>
</tr>
<tr>
<td>Grading of Students</td>
</tr>
<tr>
<td>Graduate Students:</td>
</tr>
<tr>
<td>Courses for</td>
</tr>
<tr>
<td>List of</td>
</tr>
<tr>
<td>Greek:</td>
</tr>
<tr>
<td>For admission to College</td>
</tr>
<tr>
<td>Instruction in</td>
</tr>
<tr>
<td>Gymnasium</td>
</tr>
<tr>
<td>History:</td>
</tr>
<tr>
<td>For admission to College</td>
</tr>
<tr>
<td>Instruction in</td>
</tr>
</tbody>
</table>

112
INDEX

History of Haverford College ........................................ 5–9
Honors .............................................................................. 84–86
  Awarded in 1911–12 ..................................................... 108–109
  Courses required for .................................................... 86

Infirmary ........................................................................... 90
Italian, Instruction in ......................................................... 52

Latin:
  For admission to College .............................................. 34
  Instruction in ................................................................ 43–45
Lectures, Public ................................................................. 99–103
Lectureships ..................................................................... 98
Library .............................................................................. 82

Managers, Board of ........................................................ 10–11
Mathematics:
  For admission to College .............................................. 31–33
  Instruction in ................................................................ 53–56

Observatory ....................................................................... 66

Periodicals published ......................................................... 98
Philosophy, Instruction in ............................................... 64–66
Physical Training ............................................................... 80–81

Physics:
  For admission to College .............................................. 36
  Instruction in ................................................................ 72–76

Physiology:
  For admission to College .............................................. 37
  Instruction in ................................................................ 67–70
Prizes ............................................................................... 93–96
  Awarded in 1911–12 ..................................................... 106–108
Psychology, Instruction in ................................................. 65

Rooms ............................................................................... 88–89

Schedule of Classes .......................................................... 41
# HAVERFORD COLLEGE

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars</td>
<td>90–92</td>
</tr>
<tr>
<td>Officers</td>
<td>105</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to</td>
</tr>
<tr>
<td>Description of</td>
</tr>
</tbody>
</table>

| Societies       | 97    |
| Sociology       | 62    |
| Spanish         | 52    |
| Special Students| 26    |
| Regulations     | 16–22 |

| Zoology         | 37    |

| Admission to College | 37    |
THE UNION

The main object of the Union has always been to bring the alumni and undergraduates into closer touch. At the suggestion of the Membership Committee three years ago, the college consented to add four numbers to its regular publications and to send them to those graduates who subscribed to the Union. These numbers have appeared regularly and have given an account of the activities, interests and needs of Haverford, from an official point of view. In this way the college authorities have done their part in furthering the original aim of the Union, while at the same time they helped that institution to success by offering to the graduates some tangible return for their subscriptions. During the present year, however, two of the four numbers have been turned over to a committee of the College Alumni Association who, in their turn, are seeking to help the college by stimulating a feeling of kinship among the graduates. This is an excellent step. If to the original contents of the Bulletin, alumni material be added, we shall all be the gainers. On the other hand, there is one thing that must be borne in mind, a thing which it is the duty of those in charge of the Union to bring up. And that is this: when the Alumni Committee publishes copies of the Bulletin, it owes something to the Union. Using the Bulletin as one of its inducements, the Union has obtained and kept a considerable number of graduate members. These graduate members still receive their copies and must continue to do so.
The Alumni Committee will, we trust, take into consideration the interests of the Union when making its plans, whether it wishes to increase the number of its free publications or to form a magazine for which a charge will be made.

In order that those at a distance may learn what the Union has been doing, we give below a partial list of the uses to which it has been put during the last year. To this should be added the daily purposes which it serves as the headquarters for the Y. M. C. A., the Haverfordian, the Weekly, the Athletic Organization and the musical and dramatic associations. Of recent developments, besides the furnishing of the reading room and the installation upstairs of a piano player, mention should be made of an innovation which bids fair to fill a want in Haverford life. In the past there has been no place where a graduate, returning to the college, could be more or less sure of meeting undergraduates on common ground and under conditions conducive to easy and informal intercourse. Similarly an undergraduate taken unawares by the arrival of friends had no place in which to entertain them, except his room—often quite unfit. As a remedy for this condition, arrangements have been made for additional comfort in the Union. A fire is now kept burning in the open fireplace during the latter part of the afternoon, and between five and five-thirty undergraduates and graduate members and their non-Haverfordian friends are served with cocoa and crackers upon application to the janitor. These arrangements, started as an experiment, are to be tried for a month. They have run two weeks already and so far at least, have proved a success. A few graduates have dropped in occasionally and the undergraduates are availing themselves in increasing numbers of this opportunity for a cozy hour or so, either by themselves or with friends. If this continues, the Governing Board of the Union will be asked to sanction some such plan as a definite part of the Club's activities—if not throughout the year, at least during the third quarter, when skating attracts many friends to Haverford, and during the football and cricket seasons. We should be very glad to hear from graduates who think either well or ill of this plan.

A. G. H. S.
The following list of dates gives an idea of the use made of the Union since February 1, 1912. (See above also.)

Feb. 15—Lecture: Feeblemindedness as a Social Menace.
   Dr. H. H. Goddard, of the Vineland Home.
21—Lecture: Ancient Ways in Modern Greece.
   Dr. W. W. Baker, Haverford College.
29—Meeting of the Cap and Bells.
Mar. 5—Soccer Smoker before the Penn Game.
18—Chess Team vs. the All-Scholastic Chess Club.
27—Performance by Students of "Le Bourgeois Gentilhomme."
28—Lecture: The Great Age of Greece.
   Terrot Reaveley Glover, of Cambridge University, England.
Apr. 1—Lecture: Herodotus.
   Terrot Reaveley Glover, of Cambridge University, England.
3—Lecture: Photography as an Aid to Music.
   Richard Zeckwar, under the auspices of the Music Study Club.
5—Lecture: The Ruined Cities of Asia Minor.
   Professor D. M. Robinson, of Johns Hopkins University.
8—Lecture: Euripides.
   Terrot Reaveley Glover.
May 15—Lecture: Picturesque Sicily.
   S. P. Stambach.
21—Annual Contest in Oratory.
June 14—Meeting of the Alumni Association.
Oct. 17—Campaign Speeches: The Democratic Platform
   Cadwallader and Pickering.
22—Campaign Speeches: The Progressive Platform.
   William Draper Lewis.
24—Campaign Speeches: The Republican Platform.
   Thomas Raeburn White.
Nov. 4—Political Debate by Students of the College.
   4—Smoker before the Rutgers game.
Dec. 13—Cap and Bells Try-outs.
Jan. 24—Second Cap and Bells Try-outs.

J. M. B., Jr.
Haverford received some years ago, a sum of money for the purpose of establishing lectures and other means of instruction in the serious problems of life and religion. As a result we have had a series of able addresses, some of which have been printed in book form and have had large sales. Among these may be mentioned Dr. Peabody's *Religion of the Educated Man*, President Hyde's *From Epicurus to Christ*, President King's *The Laws of Friendship*, and Justice Brewer's *The United States a Christian Nation*. This year a change in the system has been tried. Dr. Hugh Black, of the Union Theological Seminary, was asked to spend a week at the College. He gave an introductory public lecture entitled *Christianity and the Modern Man*. In addition he attended several classes and addressed them on subjects connected with their work. He was at a meeting of the Y. M. C. A. and the Fifth day meeting and spoke on both occasions. He appointed an hour in the Union to meet the students individually or in groups and a number availed themselves of the opportunity.

The result of all these meetings will not give the world anything in book form but the effect should be more intensive on student character and individual development.

The Infirmary has proved itself all that was expected. In the first place, there never were so many cases of sickness in the College hospital. This is due probably not to any actual increase of disease, but to the fact that they have all come to light and have not hidden themselves in the dormitories. It is something of a luxury to be ill under the conditions which now prevail.

There have been cases of measles and mumps, but the isolation wards have proved effective and new outbreaks have resulted rather from outside than inside contagion.

One feature is manifest and that is that even with the endowment of $15,000 there is a serious financial drain on the College which may have to be met by an Infirmary fee.
TO ALL HAVERFORDIANS

The last annual meeting of the Alumni Association directed the Athletic Committee to go into the question of needed improvements to the Athletic Fields and Running Track.

At the invitation of President Sharpless and the Chairman of the Athletic Committee, twenty-five representative alumni have held two meetings, and after discussion and due consideration of plans submitted, passed a resolution "That steps should be taken to collect a fund of $10,000, to be expended about as follows:

"1st. $1,000 for new Soccer Field.
"2d. $1,000 for extension of driveway to Walton Field.
"3d. $5,000 for new Spectators' Stand.
"4th. $1,000 for improving Walton Field.
"5th. $1,500 for widening track and changing straight-away course.
"6th. $500 for Cricket Shed.

"And that a committee of five, including the 'Chair,' be appointed to devise plans and undertake the collection of the money."

The Committee of twenty-five, at their first meeting, directed that a survey and map of the ground available for a Soccer Field, to include also Walton Field, and show the location of the new stand, be prepared and submitted at a later meeting, together with completed plans for the stand.

This was done, and a reproduction of this map, as approved, is here shown, on a small scale.
The Soccer Field is located to the north of Walton Field, leaving a space of about seventy feet between the two fields available for a parking space for automobiles and carriages.

The Driveway, now completed from College Avenue, as far as the Infirmary, is to be continued to the Power Plant Road, and so afford proper approach to Walton Field.

The Stand is located back of the present one, but outside the track, so as to be useful for track as well as field events.

Some needed grading will be done to Walton Field, and the Football Playing Field moved over toward the new stand, leaving space for field events, tennis courts and cricket practice on the eastern side.

Architects Baily & Bassett have designed a stand that will be pleasing to the eye, sufficiently commodious for present use and capable of extension.

The Track will be widened in front of the stand, and a straight-away extension made at this side, and by so doing, have the sprinting events in proper view.

The Committee believe that all of these improvements, together with much needed repairs to the Cricket Shed, are matters that will appeal strongly to the alumni body, for they will appreciate that there is here presented a comprehensive plan which, when carried out, will greatly add to the efficiency of our athletic plant and be of a permanent character, designed to take care of an increasing number of students, and give them, as *individuals*, the opportunity to indulge in wholesome sports. This, in the opinion of most Haverfordians, is more important than teams and victories—especially so, if these mean the exclusion of even a few from our fields.

Work on the Soccer Field was begun in January. The Driveway can be completed during the coming summer vacation. In fact, all here outlined can be done at an early date, and the Committee hope that the response of the alumni to this appeal for funds, will enable them promptly to complete the work.

This bulletin is sent to every old student of Haverford. Why should not every one respond, and fill in the blank subscription form attached—even if the amount promised be small, and in this way, show their interest and sympathy in this movement, which stands for progress at Haverford!

Jos. W. Sharp, Jr.,

Chairman.
The great acreage of Haverford College gives us ample opportunities for out-door recreation. To make these opportunities available, we must periodically lay out additional playing fields, as the college grows and as new games create new demands. The ideal to be realized is to have every student engaged in some out-door sport every day the weather permits. This is the ideal of many colleges, but few if any have such facilities as Haverford for making it a reality.

The accompanying plan is an attempt to put into execution the beginning of such a policy. I think that other playing fields will be needed in the near future. But as we work we must make everything complete, permanent and of high grade. The college itself does much for athletics out of its general treasury, perhaps more than any other, by supplying coaches, taking care of the fields, entertaining visiting teams and appropriating pond money. It feels that it can properly appeal to its alumni for these improvements, greatly needed, and which are beyond the limits of its resources. Every item proposed has had the careful scrutiny of competent advisers both as to character and cost and will be executed under expert supervision.

ISAAC SHARPLESS.

I agree to subscribe toward the fund of $10,000 for the proposed athletic improvements at Haverford College, the sum of $................................. The money to be paid before October 1, 1913, to the treasurer of the Fund.

HENRY COPE, 1510 Walnut St., Philadelphia

Name..............................................................................

Class of...........................................................................

Address...........................................................................

Date...............................................................1913.
COMMITTEE OF THE ALUMNI IN CHARGE

Joseph W. Sharp, Jr., Chairman
President Isaac Sharpless
Dr. James A. Babbitt
Horace E. Smith
Alfred M. Collins
Charles J. Rhoads
Parker S. Williams
L. Hollingsworth Wood
Christopher C. Morris
Alfred G. Scattergood
William W. Justice, Jr.
Alfred C. Maule
William H. Roberts, Jr.

Joseph H. Haines
J. Stogdell Stokes
Robert E. Miller
Frederick H. Strawbridge
J. Henry Scattergood
Henry Cope
Dr. Thomas F. Branson
Dr. Frederic C. Sharpless
Henry S. Drinker
H. Norman Thorn
John L. Scull
William C. Lowry
Dr. Francis B. Jacobs
HAVERFORD COLLEGE

BULLETIN

Vol. XI No. 7

ALUMNI NUMBER
FIFTH MONTH, 1913

ADDRESSES
Delivered at the Annual Dinner held at the Bellevue-Stratford,
Philadelphia, January Twenty-fifth, 1913

MEMOIR OF ALBERT K. SMILEY, '49
By
JAMES WOOD, '58

FOOTBALL AT HAVERFORD
By
H. NORMAN THORN, '04

UNDERGRADUATE ACTIVITIES
By
J. M. BEATTY, JR., '13

Issued eight times a year by Haverford College
Haverford, Pa.
Entered December 10th, 1902, at Haverford, Pa.
as Second-Class Matter under Act of Congress of July 16th, 1894
This number of the "Bulletin" conveys to President Sharpless the congratulations and greetings of the Alumni Association of Haverford College, an organization which he has done so much to inspire and unify.
TWO hundred and fifty-five members of the Alumni Association of Haverford College met at the Bellevue-Stratford at seven o'clock, January 25th. After an enjoyable dinner, the President of the Association, Parker S. Williams, '94, summed up in concise and effective fashion the activities of the Alumni as a corporate body. Without betraying the main purpose of the evening to the main person concerned, he touched wittily upon the impulse which brought together a record-breaking attendance. When he introduced President Sharpless, pandemonium ruled for ten minutes. The President spoke as follows:

SPEECH OF PRESIDENT SHARPLESS.

It is always very embarrassing, my good friends, to give a speech after a reception of that sort. Anything that I can say in appreciation of it will sound very hollow.

It is always a great pleasure, in my year's routine, to attend these meetings, after I get through with my speech.

I suppose that this large attendance here to-night indicates a large interest in Haverford College, at least to the extent of eating together. Haverford has a great advantage from the fact that it has lived for eighty years. It is not a very great feat for an institution to have existed for eighty years, but it gives time for several generations of men to grow up and make some money, and to have some ideas about college management.

It gives time, too, for certain traditions and features to establish themselves in the life of a college, and for a
certain character of the college to develop itself, and for a certain type of individual to be produced. I suppose it would be impossible, after these eighty years of history, for that type to be seriously disturbed. I imagine that if there were some revolutionary attempt of that kind, the alumni forces would rally, the alarm would sound, and there would be a reversion to the old standard.

I do not think that any college I know of is so much influenced by alumni sentiment and by alumni control as Haverford is. There are on the Board of Managers (twenty-seven in number) twenty-two old students of Haverford College, and nearly all of these have been students since I have been at the College. It has given them a good chance to even up scores with me. Time was when I could issue demands to them and inflict penalties upon them, but now I go around with a bowed head and humble mien, trying to do their will as best I can, as they are my employers. Once I tried to escape from this galling position. I sent word down to President Roosevelt through a mutual acquaintance that I would like to be his Secretary of War, but the way didn't open to make the appointment, and I have turned over whatever hopes of promotion I had in that direction to our distinguished friend, the Dean of the University of Pennsylvania Law School.

I suppose, from what I hear from other colleges, that the subject which is interesting the college world at the present time is the curriculum. College presidents and professors, when they desire to make money, write stories for the magazines, and in order to get the material, send word around to all the other colleges, asking what their experience is with the question under consideration.
They send a list of questions with a blank opposite, which you are expected to fill up and send back to them. For instance, they want to know about college salaries, and they send around questions such as this:

"What is the salary of the president?" and they leave space afterwards for six figures.

"What is the salary of the professors?"

"What is the salary of the cook?"

"What is the salary of Caleb?"

Now the question which these people are stirring up at the present time, has to do, as I said, largely with our curriculum. Apparently, this is not satisfactory. In the first place, the curriculum has to deal with schools below us, and the schools below us are insisting, with a great deal of persistence, that we should accept a lot of things which they choose to teach, among our requirements for admission.

When I get into a convention of high school teachers, I feel almost as if I were going into the enemy's country. There is so much talk about the domination of the colleges and the unrighteous demands which they are making on the schools for Latin and Mathematics and other useless things for entrance, that one is immediately placed on the defensive.

It is a demand that is being made, that the so-called vocational subjects—any subject which a high school chooses to teach, shall be received for admission to college for its full value. There is no doubt that these are very excellent and very useful subjects, and that the young men who prepare on blacksmithing, or anything else, ought to have a chance to continue their education. The only question in my mind is, whether Haverford and
institutions of that sort should cater to that particular demand.

It is something else that colleges of the Haverford type were founded for, and for which they exist. One might as well complain of a boot store because it does not sell neckties, as of a college like Haverford because it does not teach a great line of vocational subjects. I do not think that Haverford education, even from the point of view of fitting people for vocations, has been lacking in the past. One needs simply to look around this room and see the number of well-fed and well-dressed individuals to make sure that the Haverford alumni are reasonably prosperous.

Then, at the other end of the line, there is that other demand from the professional schools and the world at large, that we should teach something that will fit our graduates for doing their work, the work of the professional schools, and the world's work in general, and that is the demand, I think, which is worthy of a little more consideration than the demand from the schools. I think, of course, that we should live in peace and harmony with the system above us and below us, and there should not be any serious break in passing from one part of our educational system to another.

But this demand from above us, is one which is coming on with a great deal of insistence. In looking over the list of our graduates of last summer, forty-four in number, I find, if I have counted correctly, that exactly twenty-two of them have gone into general business and the other half have taken up professional work of some sort, either by going to universities, or directly into teaching. I suppose this represents, taking the whole Alumni
Association of Haverford College, pretty nearly the condition. I imagine that pretty nearly half of them have gone into business of some sort, and whether we are doing what we should for these men that go into business, is a question worth thinking about.

Now, I think we have come to the conclusion that business is a profession, going through the stages that all the other professions have gone through. There was a time when medicine was hardly a profession; when anybody could practice that chose to, and when perhaps some of the most successful practitioners were the herb doctors and experimenters upon the diseases of men. To-day you cannot practice medicine without taking an examination by the State Board, and without a long course of scientific preparation for it, and in some colleges they require either the whole college course, or two years of it, preliminary to the medical education. In other words, medicine is becoming a strict profession, demanding scientific preparation.

It is quite within the memory of some of us when engineering was hardly a profession, when a great deal of the work of the country was done by men who had no special technical training, and who refused to have men of technical training in the corps of engineers. Now we know it is almost impossible for a man to secure a position of any consequence in engineering work, unless he has had several years of college education. The profession of engineering has not developed quite as far as medicine, but it is coming on in that way, and if I read the signs aright, business is going through the same stages. It does not mean any more that the best way to prepare for business is to go and sweep out the
store, and go through the other traditional preliminary steps toward money-making. There has been, as I can testify from my own experience, a very greatly increased demand for college men in business positions, and that demand has increased within the last five or ten years, and I believe it is the result of the fact that a good general training, mental training, is fitting men for business; that business is becoming more complicated, more scientific and more professional every year, and that the demands of business can only be met by the trained minds in the highest positions.

And in the same way, if we take up this question which Harvard calls Social Ethics, and which a good many colleges call sociology—preparation for Social Service in the cities—these same graduates have gone into it, and they meet many graduates of other colleges, and they come up against problems which demand trained men, the men who can study conditions, as well as remedies. They have ceased to deal simply with charity, that which used to be called charity, and have taken up all these scientific questions of town-planning and housing conditions, and sanitation, and recreation, and so on, which nobody can handle unless he has some general training and ability to take up the subject and reason it out from cause to effect.

Then, again, there is another question, the question of politics. Politics is also a profession. The words "politics" and "politicians" used to have a great deal of opprobrium attached to them. But the time has passed when politicians can be called by opprobrious names. The ordinary man, who depends for his position on the favor of the multitude, who is simply a dema-
gogue, cannot understand the large questions unless he has a good preliminary training, and so I think that college men have a larger and larger place in political life than they have ever had before, and that the honorable, well-trained college man is going to be able to do certain work in that field which he has not been able to do in the past.

It is no particular discredit to Haverford men that they have not had a very large place in Pennsylvania politics in the past. It has been hardly possible to have it without a sacrifice of self-respect which most of them are unwilling to make. I met a man some time ago who made the complaint that all three of the candidates for the Presidency in the recent election were college graduates, and that he had nobody to vote for. His troubles are just beginning. He will find that college graduates are going to be the candidates for pretty much all of these positions in a very little time.

Now that opens up a lot of new problems for us college people. Have we any duties toward these new professions that are coming up to us? We allow our medical students to take chemistry and biology in preparation for the study of medicine. Have we any duty of a similar nature to these other subjects that are being pressed upon us by the demands of the world? I do not mean at all that we have not been able fairly to meet these demands in the past; I believe that our graduates have been pretty successful business men; I believe they are going to be successful in questions of social service and in government, but at the same time, there are certain subjects which have a direct pointing in this direction, which it may be the duty of the colleges to pay some attention to.
The class of 1902 told me last summer that after ten years’ experience in the world at large, omitting everything they inherited from their parents, their average income was $3,100. Now that is pretty good for an average class ten years after graduation, especially when you take into consideration the fact that there were two members of the Haverford faculty in that class, and two, I believe, of the University of Pennsylvania faculty, all of whom probably brought down the average.

But while this is true that we have been reasonably successful, it may be that there are other classes that ought to be introduced into our course, which the world is tremendously interested in, which have an equal disciplinary value with a great many of the things we teach at the present time. These subjects do not mean at all that we are going to make out of Haverford a lot of professional or technical schools. I think that is farthest from the idea of any of us. They simply mean that we have to have toward these new professions as they are arising, the same relation, the same tendency, which we show toward the old professions which are already well established.

Indeed, the whole world is going to be professionalized. Every man has got to have his specialty, and the basis of that specialty is that broad general knowledge which Haverford and colleges like Haverford shall give, and that, it seems to me, is going to be the secret of the curriculum in the future,—the basis on which we are going to build whatever we are going to do.

This means, of course, an increase of Haverford resources, but it means another thing. It means the necessity for an increase in Haverford numbers, because
if new courses are going to be introduced, it means smaller classes unless the numbers increase at the same time. With our system of elective courses, every new course that we establish takes some away from the old courses, and some of these old courses are too small already.

We are full to our capacity at the present time, and the only possible chance, it seems to me, to increase our numbers, is to increase our dormitories. We are situated in a neighborhood which does not lend itself readily to boarding houses of the ordinary sort, which college students usually frequent, and therefore I believe that we have to look forward to a gradual increase of our dormitory accommodations, as fast as the right sort of students come to take our courses.

But this also means a considerable increase in our resources. The question has been presented to me several times of late that Haverford is rich enough and that the Friends who have money to give had better give it to the poorer institutions. If I understand the attitude of this assembly here to-night, such a proposition as that would not receive its endorsement, because I understand that my command from the alumni of Haverford College is to try to make Haverford College, not one of five hundred colleges of equal rank, but one of the best of the small colleges, and that result can only be produced by the most intelligent guidance of such resources as we have, so that they will do the most good, and in the second place, by the increase of resources so as to make it possible for whatever is useful to be incorporated in the curriculum.

I do not think that simple mediocrity is a good thing, and I do not believe, even from the point of view of
the poorer colleges, it is necessarily desirable that all colleges should be of equal rank. It is essentially important, I think, that some colleges should be able to set a standard, and carry out an ideal, and realize aspirations which are only possible by a considerably larger endowment, considerably more resources and considerably better management than the average colleges have.

It has been my fortune, or my fate, perhaps, I should say, during the first part of the presidential career which I have had at Haverford, to find it necessary to consider more particularly the question of current expenses. When every year brought round a deficit, that was the most important subject that the President had on his mind, and he had to look out for those deficits.

It has been my fate, through the second half of my career there, to meet the equally insistent question of the building up of the necessary halls for carrying on our work, for making it possible for the College to be increased from one hundred to two or four times that number.

I think that these two matters have been largely attended to. I do not mean that we shall be through with the necessity of putting up buildings, because that will probably never happen in the life of the College. But the present buildings, the buildings which are absolutely essential from the educational point of view to teach and care for our increased number of students, a number larger than we have ever had, are to a very large extent provided for.

But I should much prefer when I turn over the College to my successor, to have something to my credit in some other direction than in the number of buildings. I should
like very much if all the Haverford faculty, and all the Haverford alumni, and all the managers, and the students, who are now, it seems, in pretty happy unison with each other, should have established in their minds an idea as to what Haverford should be; that they should make up their minds, not that Haverford was to be the largest college of its sort; not that it should have the most extravagant buildings, but that it shall have a certain character of its own, and that it shall have such a set toward scholarship and high ideals of morality and character, that no future administration can possibly ever change it.

If that matter were brought about, if we had that perfectly established, and saw the way ahead to a more rapid and mature development along that line, and along lines which were manifestly in advance, I should be perfectly willing to turn over the reins of my administration to a worthy successor, who would not have the troublesome problems that I have had to face.

SPEECH BY PROFESSOR ERNEST W. BROWN.

Mr. Chairman, Friends of Haverford:

It is good to be here. It is very good to come back and see so many faces, I believe more than have ever come together at the alumni dinner around the festive board, and yet I don’t feel that I am altogether in the right position in standing up before a large number like this and making a speech. It is not quite my line, you know. You are, most of you, accustomed to see me with my back to you, expounding at the blackboard,
and you know that is a bad habit to get into. We speak much more comfortably, like the Professor in Lewis Carroll's stories, who generally talked with his back to the audience. At any rate, it saved him the trouble of being nervous.

I am almost nervous in several ways. I am not one of those people, who, like President Sharpless, can mingle grave and gay, and who can, like your President of the alumni, tell you things which you like to hear.

I come back pretty often to Philadelphia, I suppose two or three times a year, and I rarely fail to go and wander around the lawn at Haverford, and I often think how good it was to be there, and how good it is to come back.

The President has referred to England. I rarely get up where I have to make one of these unfortunate public appearances without having that referred to. I think this time you might let me off, and count me as belonging a little to this country.

Only a few days ago I was out at Cleveland and had the misfortune to be acting as toastmaster at a mathematical dinner, and one speaker after another referred with contempt to the fact that they had a comparatively new member lording it over them, though as a matter of fact, I have completed my majority in this country; I have been here over twenty-one years, and I had been longer a member of that society than most of those present, but I suppose I must be content to belonging to two countries.

When your President invited me to come and speak here, I felt that I had no choice in the matter. I felt a little like the man I heard of this afternoon when I was
coming down in the train. I suppose you have heard of him, but I am going to mention it again.

An old countryman very strenuously objected to riding in an automobile, but they insisted again and again, and finally they did persuade him to enter it. The automobile went about five miles, and then it ran into a telephone pole. Of course there was the usual smashup, the man was deposited in a field, and they came to him and said he was pretty badly broken up. He had both arms and legs broken and had internal injuries, but he was still conscious when the doctor came, and he said to him,

"Doctor, are you a homeopath?"
"No, I am not a homeopath."
"Are you an allopath?"
"No, I am not an allopath."
"Well, what kind of a doctor are you?"
"I'm a 'vet,'" replied the doctor.
"Well," he said, "that just suits me, because I should never have come here if I had not been such a jackass."

That remark does not refer to my coming here, but to my present position.

As I said, I have been here a good long time, and I have seen a good many changes, and one of the changes that has struck me the most is the change that President Sharpless referred to indirectly, the change in the government of the various colleges and universities in this country. When I came here, they were governed more or less by the managers. I should say rather more than less, and very largely by the President.

I say, and I don't refer to the faculty, I refer to the whole college institution, I think that the system worked
extremely well in a good many ways. It had its faults. It took away the responsibility from those who were really responsible for the good working of the college, namely, those who are teaching there. The system has completely changed in a few years. It has come to pass that we who belong to the faculty now manage the college to a large extent, barring out the managers of the colleges and the various departments, almost entirely. We have almost sole responsibility for everything that takes place. Sometimes our duties are unpleasant; sometimes they are extremely pleasant.

One duty that I took part in the other day interested me, and seemed to me perhaps one of the best features of the change. I had the privilege the other day of recording my vote in the nomination by the Yale college faculty of the President of the United States as a future member of that faculty. That election was confirmed by the corporation.

But we have gone a step further. The President referred to the fact that he walked in humility before the alumni. Well, I suppose the faculty have not got to that condition yet, simply because the President is usually the intermediary between the alumni and the faculty, but nevertheless, we do depend upon the alumni at Yale (and it seems you do here at Haverford) for a good many things. We in the faculty are not closely connected with the world at large. We are not apt to know what people are thinking about. We can read the papers,—a good many of us do—but we are not apt to know what people are thinking about, and we depend upon you, who mix with the outer world, who know what men are saying and thinking, whether we are doing what the world
needs, and helping to solve some of the big problems there.

I sometimes wonder whether we are keeping up with the times, if we are not really continuing to do some of the things that should have been changed years ago, and if we are not now failing to do some of the things that ought to have been done before. I am afraid that we are a little behind the times in certain matters and that we are not changing quite quickly enough to meet changing conditions.

I think that one of the things that hampers a college faculty, or perhaps I should put it more broadly, the governing board of a university or a college, is that it is apt to cling in a good many ways too much to the older ideas of democracy. Now, that ideal had many good points about it, but the United States has advanced, to quite a considerable extent, beyond that ideal. In the old thought, it was the idea that men should be made equal in all respects, and the working out of this idea rather tended to a leveling down than a leveling up. In any case the effect of it, I think, has been to a certain extent in that direction.

The question arises then, “Have we not retained that old idea far too much in education at the colleges and universities? Have we changed our educational methods to meet the modern demand of giving every one, even the best man, a chance to develop himself to his full capacity?”

I sometimes look round at the teaching we do—I say “we” in a collective sense—and wonder how much time we spend on the various classes of men we get there. Of course, just as at Haverford, we have the able men,
the medium men, and the poor men, I mean mentally, the last being those who have not a great brain capacity, but who come to the college to get the best assistance they can. It is a well known fact that a very large proportion, an undue amount of the teacher's time is spent on the last class.

Now, the modern idea of democracy, it seems to me, is not a leveling of every man, and treating every man equally—we cannot possibly do that and no attempt is made to do it in the outer world. What we ought to do, I think, is to give every man an opportunity according to his capacity. If we have a good student, we ought to give him an opportunity to do the best, according to his capacity; if we have a medium student the same way, and if we have a poor student we ought to try to make every effort to do the best we can for him. Now education, so far, has been devoted chiefly to making the very best out of the second and third classes. We have done magnificently for them all through the grades. There is no country in the world where the average intelligence of the people is greater, or as great. That is an achievement of which I think the country may well be proud.

But we must not stop with that achievement. We must not spend our time solely in going on and improving just that portion of the community. We must take a step further. We must think of the man who has unusual capacities. What do we do with him at the present time? Most of you are aware that the students have been taught—and to a certain extent have to be taught—in classes where it is necessary to mix men of all capacities. I am not quite sure whether we are doing the right thing.
I look out among the corporations and at the men who are running the business of the country, whether they follow this principle when they get a lot of new recruits,—put them all together, and promote them all together, and just give them a certain task to do every day. Do they say to them, "The men who get through their tasks quickly, can go off and do other things?" I do not think you could run any business on that principle, and yet it is to a large extent what we do in the colleges. There are plenty of men who can get through their preparation in half or three-quarters of an hour; we suggest to them that they go off and do other things. I am very doubtful if that is the right plan to undertake, and I think we should so organize our work as to take care of those men. We need them not only in the scientific world—that forms a comparatively small part of the community; I am not pleading for it, though I can point to many examples where that kind of education has done harm. Perhaps it is the best class by which to show the evils of the system. I am pleading for the community at large. We need the men who have the capacity to be widely developed; we need them in every possible way. It is not good for a student to have him come to college and have him spend a small proportion of his time there over work that is easy for him. He should be taxed to his full capacity; otherwise he not only loses the power of performance with which he is endowed by nature, but he loses his natural capacity and he gets a wrong idea of his duty in the community. He should be worked to the full extent of his ability. He should be worked hard, harder than anybody else.

Sometimes the answer is made to me that these men
go and do things in the college that are useful; and learn a good deal that way. It is, to my mind, no answer to the question. I think it is the answer that we sometimes make when we do not want to take the trouble to correct the evil. My idea is that we should do the best for the men according to their capacity, and it is not to my mind the best for the men that they should be told that the managership of a dramatic club is a good substitute for the hardest kind of hard work at the subjects for which the college stands.

Now I feel that if we have the alumni of the university or college with us in the feeling that this is a higher ideal to set before ourselves that they can help us to reach forward to it. They can help us to do what is done in the outer world, as far as I can find out, that when we find somebody who has exceptional ability we shall be allowed the time and opportunity to educate him to his full capacity. We need men of this class; we need them not only in the professions, but we need them in business, and above all, we need them in statesmanship and the task of governing the country. The average of intelligence is high; the general average of the college men of this country is, I believe, higher than you will find it in any country of the world, but we need still higher levels for those men who are going to take leading parts in the work of the country. If I have any message for you here to-night it is this, that you should think what you can do to remedy those conditions. I am sure that a change on these lines will benefit the community and immensely improve the effectiveness and the usefulness of our colleges and universities.
HAVERFORD COLLEGE

SPEECH BY WALTER BRINTON, '81.

I recently heard a man of some note make the statement that he considered that a great compliment had been paid him, when a certain group of people extended to him a second invitation to talk to them. This is my second appearance before this Association. I am, however, not so sure of the compliment, because the first time was twenty years ago, and I feel sure that those in charge of this evening's programme, were either too young to attend that meeting, or else they have grown so old, that their memories are becoming impaired.

The real reason for the second call which has come to me, I can relate in a very few words. About two months ago, I wrote to a friend of mine, asking him to send me ten dollars as a contribution towards an enterprise in which I was then interested. After dallying with the proposition for such a long time that I thought I had lost him, he replied that he would send me ten dollars if I would be willing to come here this evening and speak for ten minutes. The rate per minute was so far in excess of anything that I had ever received that I succumbed. He sent me a check; I ascertained that it was not an overdraft, and then I was confronted with another difficulty. I wanted to try to squirm out of the obligation. Having been born of Quaker parents and having been raised in that faith, the question was whether it was right for me to encourage "speaking at stated times or for pay." It is a delightful surprise to me to know that there are so many people in this room who recognize those words.

Now, I represent a Haverford vintage of about thirty years ago. That is a sufficient length of time to open
up to my mind two distinct vistas: one reaching backward over years of creditable achievement, the other reaching out toward opportunities and possibilities of Haverford for the future. The vista of retrospection permits of no deception or illusion. It would be absurd to make any false claims for Haverford in the presence of her grown-up children, and while that record might contain some features which we would all gladly blot out, yet I think you will agree with me in a few general statements which are about as follows:

I believe that the fundamental ideas of education upon which Haverford School was founded were safe and sound; that without loss of essentials, they can be modified to suit changing conditions and customs; that they have stood successfully the test of some eighty years of practical administration; that the continual operation of wise and conservative policies at Haverford has resulted in turning out a product which will compare favorably with that of any other institution with similar aims.

It is not necessary, in a company like this, to prove these claims, but if a proof should be demanded, I would refer you to the long list of soberminded, successful business and professional men, who from time to time have been called to the college, either as members of the Board of Managers, or as professors in some chosen line of work. Good men do not lend their names or their influence to institutions of doubtful integrity.

Haverford owes much of her success to the feeling of confidence which her patrons have had in the good men she has called to her service, and this same feeling of confidence is also responsible for the building up and maintaining of Haverford's most valuable asset, the strong
sympathetic support of this association. With the loyal co-operation of this body, any reasonable problems at the college may be solved.

One of the greatest opportunities that can come to Haverford, or to any American college, is that of fitting young men to take a more aggressive part in political life. I use the word political here in its broadest sense.

President Hadley, of Yale, recently made the statement, "that those colleges which do their best work, will put before their students the ideal of preparation for citizenship, that neither our students nor our people need undigested or half-digested data, but they do need the intellectual training which will fit them to take part in the life of a community." Now, a literary hermit may have his place in the world's work, but it seems to me that there is a nation-wide call at the present time, clear and distinct, for young college-bred men of the Haverford stamp to come out into the open with a robust moral influence in the management of public affairs in every community in which they are located. I present this thought with an earnestness born of some experience. I agree with President Sharpless that there is room in the college for taking it up, and I hope you will give it your sober consideration.

SPEECH BY W. W. JUSTICE, Jr., 1900.

Mr. Toastmaster and Gentlemen:

The night is no longer young; as I glance down the room I see the ardent commuter fingering for his watch and his time-card, and I am reminded with some insistence
of the anecdote told of the Reverend Obadiah Bones. It seems that the Reverend Obadiah Bones was speaking on the subject of the major and the minor prophets. Having spoken at great length—for over an hour—on the major prophets, turning with some glee to his audience, he said,—"And now, brethren, what place shall we give to the minor prophets?" A man in the rear of the room was seen to arise, and lifting his hand, he said, "They can have my place, I'm going home."

You will recall that our invited guests have frequently spoken of these Haverford banquets as being unique. They have commented on the fact that no wine was served. Doubtless some of our younger alumni are sighing with regret for the "beaded bubbles winking at the brim," and yet, I have not heard a repetition of that remark attributed by Shakespeare to the Prince of Denmark,—

"Too much water hast thou, poor Ophelia!"

Gentlemen, seldom are we given a more favorable occasion to express our love and reverence for our alma mater. It is a curious thing, this bond which links a man to his college. To most of us it amounts to a feeling of indebtedness bound up in a deep sense of love, but however that may be, the fact remains that love, and loyalty and reverence remain with us.

You will recall an axiom laid down by Carlyle in the early 40's that

"The history of the world is the history of its great men."

To paraphrase Bernard Shaw's remarks on religion, there is only one Haverford, but there are a thousand
versions of it, and whatever picture you may call up before your mind’s eye this evening, I think you will agree with me that there are certain men who will remain dominant in our vision, as we call our dear college up before our minds.

First of all, let me throw a picture on the screen which you will all dearly love, and I will ask you to hark back to the Haverford days, my Haverford days of the late 90’s. You will agree with me that the men who lived with us, and worked with us there, were, after all, the men who made us what we are now, men who, in that critical formative period, if I may use that expression, showed us the way, gave us the inspiration, and taught us to dream dreams.

First of all, let me mention Albion’s Son, he whom we met early in the Freshman year, and whom we all learned to love so dearly. A gentleman and a scholar, courteous and generous in the classroom and on the cricket field, and as I look back, the most eminently fair man for whom I ever wrote an examination paper.

Then another picture: Founders’ bell is ringing; a well-known character is seen walking up the maple drive round past the end of Barclay, with a large pile of books under his arm, and ever as he goes, he swings a cane, round, and round, and round. Gentlemen, these are the men who gave Haverford its inspiration and its dreams. Let us forget for the time being the actual acquirements, and as you look back over ten, twenty or thirty years, as the case may be, the actual acquirements dwindle to nothing, but the ideal remains in the men who taught us to dream dreams.

Will you ever forget, those of you who were at Haver-
ford in my time, the man who first taught us the resonance of our English speech, he, who, to our adolescent minds, opened the vista which made it possible for us to go on with an ideal which we had never known before.

Do you recall the time when "in high astounding phrase" he showed us the mighty resonance of it; do you recall the time, when speaking of the Latin hymn of the church, he stamped up and down before the lecture desk, and recited

Mihi est propositum in taberna mori;
vinum sit appositum sitienti ori.

Perhaps we never quite understood the beauty and the ideal of mysticism until we came to Haverford and enjoyed listening to that man, who, on meeting days, was given to speak to us, who came of stern New England soil, but whose subtle influence and forceful character we felt through Haverford life, and we will never forget our debt of gratitude to him.

By a curious trick of the memory, there is one verse of which we were always fond, and which for some reason lingers in our minds, and when I repeat it, you will all have no trouble in recalling that dear professor:

The firefly is brilliant, but he hasn't any mind,
He stumbles through existence with his headlight on behind.
The measuring worm is different. When he goes out for pelf,
He reaches out as far as he can, and then he humps himself.

We are gathered here to-night to do honor to the man who is the leading spirit of it all. Those of recent years will recall the dread summons to the President's office,—an awful ordeal hanging over our heads,—worse, almost,
than making a speech at the alumni dinner, and yet, "when he spoke, and gently smiled, you were in Paradise the while."

It was at Haverford that we saw the vision, and as young men, learned to dream dreams, and it is doubtful if we could have conceived of a more perfect place than Haverford was at that time. Our minds turn back to this dear man, this great teacher. We have a debt we can never repay, and faltering words can never express our feeling, and yet, as Emerson wrote, these men were to us,

Olympian bards who sung
Divine ideas below,
Which always find us young,
And always keep us so.

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SPEECH MADE ON PRESENTING THE BOOKS TO PRESIDENT SHARPLESS.

BY WILLIAM DRAPER LEWIS, '88.

Self-examination is a practice enjoined by the wise. What is true of the individual is true also of bodies corporate, especially colleges. There are no outsiders here to-night. One and all we are loyal sons of Haverford, proud of our Alma Mater, of the things she stands for, and that we are her children.

This occasion, which is the last general gathering of the alumni before the day next May which will mark the twenty-fifth anniversary of the inauguration of President Sharpless, is a fitting occasion to pause for a moment
and ask ourselves what the quarter century has held for the college of growth, and of service.

My only qualification for this task comes from the accident that, being a member of the Class of Eighty-eight, I knew as an undergraduate the College as it was immediately prior to Isaac Sharpless's election as President. Ours was the first class to pass its senior year under his administration. Haverford as we of Eighty-eight knew it, was a good college. The ideal of the founders to "give a guarded education in the higher branches of learning, combining the requisite literary instruction with a religious care over the morals and manners of the student," was sought by methods wisely adapted to the then existing conditions. The devotion of such men as President Gummere, the educational work of the Chases, had borne fruit. The College had worthy traditions; the social conditions were sound. From an educational point of view it was one of the many small colleges with which our country abounds; doing good work; but inadequately equipped, manned and endowed, with educational standards leaving something to be desired. To say less in praise were unfair. To say more would be to break one of the best of our traditions—plain speaking of the exact truth.

The record of the past twenty-five years is one of which we all may be proud. It is the story of advancing scholastic standards; the working out of wise educational policies; of steady improvement in the personnel of the graduates, and of great material enrichment made possible by the devotion of the alumni and the increasing appreciation by the public of the value of the work performed by the College, and the importance to the community of the ideals for which it stands.
In 1887 the value of the buildings belonging to the College was about $250,000. Its land was worth about $400,000. To-day the value of the buildings is more than $600,000, while the land may be estimated at $2,000,000. Whitall Hall was erected in 'ninety-seven. 'Ninety-eight saw the enlargement of the Library and the completion of Lloyd Hall. In 1900 the alumni presented the Gymnasium. Roberts Hall was erected in 1901; the new Dining Hall in 1904; the Power House in 1906; the Haverford Union in 1909; while the year that has just closed witnessed the addition of an adequate stack-room for the Library Building, a Chemical Hall, and the completion and endowment of the Infirmary. I am aware that "stone walls do not a college make," but it is equally true that a good physical equipment is one of the essentials of a good educational institution. The fact that Haverford is now splendidly equipped in grounds and buildings, is not only an outward and visible sign of the devotion of its alumni, but also tangible evidence of the belief of those responsible for its management that "instruction in the higher branches of learning" is a serious task well worth being done thoroughly.

And there is further and even better evidence to the same effect. In 1887 the Library, including the Libraries of the two literary societies, contained only 16,721 volumes; to-day there are over 60,000. A Library of 60,000 is not a great Library, but it is what it was not in 1887, a reasonably adequate Library for the College.

Better, however, than good buildings, better even than a good Library, as evidence of the possibility of good work, is the attitude which the administration has taken towards the teaching force. A salary roll of nearly $56,000
as compared with something less than $24,000 in 1887, speaks eloquently of increased efficiency. Haverford has always had on her Faculty some men of distinguished scholarship. The difference between the College under this administration and in earlier times is that to-day a uniformly high average is maintained both in teaching ability and in scholarship. It will not be amiss here to repeat what has been said officially by the Carnegie foundation:

"That the policy of (Haverford) . . . is to concentrate its energies upon salaries rather than equipment and other expenses can be seen also from the following note appended by the College authorities to the answer returned to the inquiries of the Foundation: 'The expense of teaching is great; (1) because this is an expensive suburb of Philadelphia and rents and wages are high; (2) because we have very few men in lower grades, but professors teach lower as well as upper classes; (3) because we want men of human interests and character as well as scholarship, and the choice is limited; (4) because we mean to keep some men who would command higher salaries in the best Universities.'

"In the light of this announcement," the report continues, "it is not surprising that the Faculty of Haverford is of very high merit . . . Haverford College is . . . apparently entitled to the conspicuous credit of having placed above everything else a consideration of its teachers."

That Haverford is able to do well for her teaching force is due to the amount of her invested funds. In 1887 these yielded an income of only $9,000. To-day they approach $1,750,000, the income last year being over $78,000.

If the facts recited are conclusive evidence that the College is prepared to do good work, is she doing it? What of the graduate? Is he on the average better edu-
cated? Is he a better man than the average product of Haverford's earlier days, the days before the policy of the present administration was inaugurated or had time to bear fruit? With a good deal of confidence I think we can give an affirmative answer. I at least can give you some direct evidence on the intellectual side. To the Law School of the University of Pennsylvania come students from a large number of colleges. If we take the records of the graduates of these colleges in the Law School, since 1906, we find that the average of the general averages of the students who come from Haverford and graduate at the Law School, is higher than that of any other college except Yale from which we have received and graduated in the period mentioned as many as nine students. Indeed the present record runs Yale, Haverford, Harvard. The general average of the graduates of all other colleges are lower on the list. In figures of this kind there is always a considerable element of chance, but I believe that the conclusion which we may draw from them, that Haverford gives as good an education as any other college in the country, is a sound conclusion.

I think we can also say that the Haverford undergraduate is getting more than intellectual training; that the influences brought to bear on him tend to straighten his character and make him a useful citizen. If any one here has any doubt of this assertion, let him take my place in the Law School of the University of Pennsylvania for a little time and compare the Haverford graduate with the graduates of other colleges, not merely intellectually, but as men. Or let him join in any movement in this city looking toward the betterment of civic conditions and he will soon learn that "Haverford influence" is more than a mere phrase.
We who are the products of the old Haverford—of the Haverford of the Eighties and beyond, even where we have followed with affection and interest the recent progress of the College, hardly realize the distance which the College has traveled as an institution of higher learning. Just as it is often hard for a man's boyhood friends to realize the position he holds in the community—for is he not the same Charlie, or Bill, or George of earlier days? So we, who knew and loved the old Haverford, have to rub our eyes to realize that to-day among the educators of the country—the experts who know—Haverford as a small college, is the model educational institution of the United States and that while she would never be what she is if it had not been for the struggles and the self-sacrifices of those who worked for her in those earlier times, nevertheless the great work, and the great advancement has come about in the last twenty-five years.

Again, while it is true that the work which has been done is the accumulated result of the self-sacrificing efforts of the Faculty, the Board of Managers, the alumni and generous friends, we all realize that these sacrifices would never have been made, and that the labor of the Faculty and the Board of Managers would have been performed in less effectual ways, had we not had during all those years at the head of Haverford a born leader of men; a man with manner direct and a character in which the most conspicuous qualities are genuineness and steadfastness—the ideal of every man in this room and of every other son of Haverford of what its President should be. Marshall said of Washington, "More than to any other individual and as much as to any one individual was possible, he has contributed to founding this wide-
spreading empire." So we may say of Isaac Sharpless: More than to any other individual, and as much as to any one individual is possible, we owe to him the Haverford of to-day.

To realize the truth of this assertion it is not necessary for us to be personally familiar either with President Sharpless or the College. All we need to do is to turn to the reports of the Board of Managers, and to his own reports to the board during this term of office. There we may read in his inaugural address his ideals for the College, and in his subsequent annual reports we have unfolded before us the progressive realization of the salient features of those ideals. When in the early nineties we read the President's reports and saw the rapid improvement in educational standards, the large increases in the amount spent on educational salaries, and this in the face of falling numbers and increasing financial difficulties, we gained at least a partial insight into the kind of man who had then recently come to the presidential chair, his courage and the courage he inspired in those about him. As we turn to the pages of the reports of more recent years it would require no effort of imagination to perceive the increasing hold which the College, under his leadership, was beginning on the alumni. From the erection of the Gymnasium in 1900 to the erection of the Infirmary in 1912, the story is always the same. In one report we find him indicating something "which it is very desirable that the College should have." The next report invariably shows that part at least of the necessary funds have been subscribed; the next, the triumphal completion of the building or special endowment. At first the projects may have taken for their completion
a little more than three years from the time of their first mention by the President; but in recent years the progress has usually been more rapid. He has only had to mention a need to have the need supplied. In the last annual report, he speaks of the necessity for more dormitory accommodations and suggests the extension of Lloyd Hall. I am ignorant of any steps which may or may not have been taken to carry out the suggestion. But even if I knew nothing of President Sharpless or of the temper of the Board of Managers and the alumni—had I merely read the annual reports for the last twelve years and were I of a sporting disposition, I should be willing to wager large sums and give considerable odds that the next annual report would show that the increased dormitory accommodations asked for were either fait accompli or at least in the future infinitive to be about to be.

President Sharpless, knowing these things of which I have spoken to be true, it is natural that we, the alumni, should desire to-night to give you some slight token of our appreciation of the work which you have done for the College. Therefore, we have determined, if you will be pleased to accept, to give you a nucleus at least of a Library of Colonial History, a desk, a chair and other necessary appurtenances for your study; hoping that in the pauses of your studies, your eyes may rest on objects which will cause you to think, not unkindly, now of one, and now of another of your friends, the donors.

I have spoken of your services for Haverford. May I say a word on another matter? Fortunate is the boy who in his student days comes in contact with men who make a permanent impression upon his point of view towards life and on his character. As to the elder Arnold, it is
given to some to make in this way a lasting impression on most of the students who come under their direction. You have been a teacher at Haverford since November, 1875. Since then thirty-seven classes have come and gone. I do not know whether you realize it; but there are very few of us who do not feel that we owe to you and the sympathetic understanding interest which you took in us, a broadening of our ideas of civic duty and the strengthening of the sense of personal responsibility. And so while the gift which we make to-night emphasizes, and properly, your work as a scholar, we here, the sons of Haverford, out in the world, fighting our own battles, struggling with our own temptations, want you to know that with this gift, goes not only our appreciation of what you have done for Haverford, but also our personal heart-felt gratitude for what you have given us in broadened vision, and in greater moral strength.

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SPEECH DELIVERED ON PRESENTING THE FISHING-TACKLE TO PRESIDENT SHARPLESS.

By David J. Reinhardt, '89.

When I was asked to come here to say something this evening, I felt some hesitation about doing it. I had for many years past come to Haverford in the spring, along in June about commencement time, and had become a component part of that compact aggregation that always administered a defeat in baseball to '90, and I felt that this was a little out of my line. At the same time I feel
that the gentleman who asked me to be present here placed before me a great temptation. He said, "You may speak upon fishing, and we want you to tell us something about fishing. We are going to have presented to our President, books, and a desk, and we are going to promise him that we will present those things to him; but we want you to come up here and tell a fish story,"—and I promised I would do it, and if you will listen to what I have to say, you will see how nearly I have kept my promise, because a fish story has, as a rule, little or no veracity. Somebody once defined a fisherman in these words:

"He riseth up early in the morning
He disturbeth the whole household,
Mighty are his preparations,
He goeth forth early in the day,
He cometh home late at night,"

and then he winds up by saying,

"Once a fisherman, always a liar."

I am very glad, indeed, to be here to-night. That would be nearer true if I did not have to speak, but that is a fish story in a way. I deem it a special privilege to have been called on to say something about Haverford and President Sharpless.

The familiar faces about us, the true fellowship, the speeches, the songs and the noise, all tell us in unmistakable language that the spirit of Haverford is here with us to-night, and they bring back to us old memories, and we have been living over again some of those halcyon days that we spent in the dear old college.

We have heard much about the small college and the
position it occupies, or should occupy in educational matters. The greatest achievement which can be attained, by any educational institution, large or small, is the successful upbuilding of character and the bringing out of the young man all of good that is in him, the teaching and training which help him to make the most of himself. I well recollect an incident that happened while I was at college, which may in a way illustrate my meaning.

I had been trying to kick a football over the roof of old Founders' Hall; it was a familiar form of amusement, especially for such men as "Joe" Sharp and "Joe" Hilles, and as an humble member of a great college, I was doing my best to follow the shining example set by these men. The particular charm of this occupation was that few could kick the ball with force enough to carry it over the hall, and if your aim was bad, it generally resulted in smashing some of the windows in the front of the building. So much for the particular charm of it. The particular danger of it was that owing to the large number of windows that had already been broken, strict orders had been issued that no more footballs should be kicked over Founders'. To make the matter even more perilous, several of us had already been caught breaking this rule (and incidentally windows) on more than one occasion, and we had been told gently but firmly that breaking rules and windows must stop, or there might be an untimely end to our promising careers at Haverford.

It was early in the fall, and I know of no place in the world more beautiful than Haverford on a sunny afternoon when the shadows stretch across the campus to almost gigantic length. I was done with my work for
the day, and as I came along the walk, in front of Founders' Hall, there was a football right by the stairs, and with the memory of what Sharp and Hilles had done, fresh upon me, I fell from grace. I might possibly have had half a dozen kicks with considerable damage to the windows, when a classmate came toward me, and I turned to him and said, "I have kicked out three windows already without getting it over. Have you seen anything of 'Ike' around here lately?" and just as I said it, there appeared at my feet a shadow majestically moving past me from the rear, and I did not need to see six inches of that shadow to recognize it. I did not need X-rays; I did not need wireless telegraphy; I did not need even the look of speechless terror that came instantly over the face of my friend at my remark to inform me as to the moving cause of that shadow. It is said that, "Coming events cast their shadows before," and this event was no exception. That shadow was long; that shadow was thin; that shadow was narrow, and of gigantic size, but I was not deceived in the slightest. I knew too well the details of that shadow which were yet to come; that hat, that long neck; those shoulders, and arms and the long coat, all the component parts of that shadow were rapidly spread out before me, and then came the well-known voice of the President, and that voice! If there had been anything wanting on that occasion to create in me any new or additional sensations of paralyzing terror, if there were any emotions of fear, misery or suffering which up to that time I had not experienced, that voice, even, calm, slightly nasal in tone, amply supplied the deficiency.

"Reinhardt, I want to see thee at the office this evening at eight o'clock."
Thus the President spoke, and majestically passed on. I went over to Barclay Hall, feeling as we lawyers often say in describing the injuries received by a client in a railroad collision,—"sick, sore, lame and disordered." And on the way over to the hall, everything seemed to be saying a long, fond farewell. Bad news travels rapidly, and all the fellows seemed to be worried over my predicament, and they tried to comfort and console me. But they soon gave it up for a bad job, and fell to speculating upon what might be in store for me. My friends, it is difficult for me to describe that situation.

In the words of the poet,

"There are things of which I may not speak,
There are dreams that cannot die
There are thoughts that make the strong heart weak;
And bring a pallor into the cheek,
A mist before the eye."

And I had them all,—the thoughts, the weak heart, the pallor, yes, even the mist. Time went on, and as the hour approached, I was decidedly nervous. I went into that interview with fear and trembling, and I was never more surprised in my life than I was at what happened. It was so different from what I had expected; in fact it was wholly different from any other interview I had ever had with President Sharpless, and I had a great many of them.

And when I came away, I was filled with a vague, strange, newborn desire to help the President, with a kind of a feeling that I was a part of the college, that it would be a success or a failure, just as those of us who attended the college made it successful or a failure.
The President apparently took me into his confidence, showed me what he wanted to accomplish for those who were there; talked of his failures and his mistakes—I never dreamt he could make a mistake, he never did before he talked to me—he showed me what he thought should be the ideals of Haverford; the position of leadership its men should take among the colleges when they went out into the world; how they should stand for all that was highest and best in human endeavor; how it would help him to have it so; how he hoped we would be willing to help him to be successful as president; spoke of the influence for good which the college should exert,—called it the Haverford influence; spoke of the character of the fellows, how important it was that the foundation of that character be formed while in college,—called it the Haverford character; spoke of the opportunities which the college should offer to those who came to it,—called it the Haverford opportunity; spoke of the Haverford training, the Haverford spirit, the Haverford loyalty,—in short, the President tried to show me something of his aims, his hopes, his ideals for the future of Haverford, and as we were talking there together, somehow or other it seemed as if he had drawn away a veil, and allowed me a brief look into the future of the college as he hoped to make it. He sketched for me the outlines of that future, as an artist might have sketched on canvas the outlines of a picture he was about to paint—and that was twenty-five years ago, when he was just at the threshold of his career as a college president.

And during all those twenty-five years, he has been working to fill in the outlines of the painting, always toiling, striving, now rejoicing, now grieving, now blotting out
parts of the painting which did not please him; now painting them in again, each time bringing the task a little nearer completion, and we are all here to-night to tell him that we have been looking at that picture all through those twenty-five years; we are all here to-night, to tell him how much we admire, yes, love, the work which he has done and is doing. We are here to tell him that he has labored well, that he has accomplished much and that Haverford which so largely represents the spirit, and the faith and the ideals of her President, is one of the very best colleges in all the land. It stands out like some great beacon, spreading its light afar, and when things go wrong, when there seems to be so much that is disappointing or discouraging, when we come into contact with men whose lives have little in them to inspire us, whose ideals are not high, whose environment is largely material, in short, men who never had such opportunities for early training, as were afforded us, then unconsciously we turn in our minds to Haverford, and in the midst of the night in which we have been groping and stumbling we see from afar that pure clear flame steadfastly burning, driving away the darkness, showing us the way, by precept and by example, and we realize far more than we can express here to-night, how fortunate, aye, how blessed, we have been in having had in our lives and in our experience, Haverford College, and Isaac Sharpless.

At this point a long table was brought into the banquet room, on which six varieties of fishing rods and appliances had been placed, for catching different kinds of fish at different sections of the country. When the presentation had been made, President Sharpless, much moved, spoke
of his appreciation of the gifts and his affection for the college, in words which were simply expressed and full of the emotion which he felt.

The evening closed with the singing of "Comrades." Everyone felt that this dinner was for several reasons the most satisfactory in the history of the Alumni Association. The officers and the dinner committee deserve hearty thanks for their efficient services.

POEMS CELEBRATING THE COMPLETION OF
PRESIDENT SHARPLESS'S
TWENTY-FIFTH YEAR AS PRESIDENT OF
HAVERFORD COLLEGE.*

I.
The winter moon
Floats out above the half-translucent fringe
Of interlacing tree-tops. Look! for soon
Her misty light
Will shimmer on the silent fields and tinge
The nearer slope with dreamy radiance bright,
There where our fondest thoughts have flown to-night,
Where Haverford's gray halls
Rise dimly o'er the sparkling drifts of snow.
Yet many a heartsome glow
Breaks the expanse of else-too-sombre walls,
For glad at work or glad at play
The students of a newer day,
Unconscious of the wistful wraiths of yore,
Usurp the lamps, the rooms, the life
Of laughing earnest, genial strife
Which once was ours but may be ours no more.

* These poems, which we print entire, were submitted in competition. That by W. S. Hinchman, 1900, was selected for reading at the dinner. It was read between the speeches of W. W. Justice and W. D. Lewis.
II.

But let not envy taint the cup
Which every loyal hand lifts up,
Full brimming, not with earthly wine
But with a liquid more divine,
The mellow draught of comradeship
Which none will grudge the Quaker lip,
As here we meet to sing the praise
Of college and the good old days.
'Tis well that hearts enjoy
That age of gold without alloy
Which once we knew in richest measure
When play was rapture, toil a pleasure.
We would not live the past again
Save in our fancy; we are men.
We ask but for a casual hour
To count the hoard of memory's dower,
Or drift like clouds in soft May weather
Back to those sunny years together:

Think of that chill September morn
On which, by new sensations torn,
We trudged along the concrete walk,
Doubtful of heart and shy of talk,
Heard first the bell of Founders' ring
And wondered what the day would bring!
That night we skimmed the soap-slide giddy
Each swaying like a top-mast middy,
Till down he slithered on the floor
Tripping a dozen class-mates more.
Then blanket-tossed, with senses reeling,
We kicked the plaster from the ceiling,
Or donned the gloves and strove to see
If Jones could slug as wild as we.

Yet strange to say, though fresh and green,
We soon fell in with the routine
Of recitations, meals and study,
Of football practice rough and muddy
Or peaceful strolling 'mid the trees
Where hard-worked brains were soon at ease.
But now a fateful hour approaches. 
Behold the flaunting Swarthmore coaches 
Swing out into the cinder track! 
Cheer loud the scarlet and the black; 
In answer to their student yell, 
Sing "Swarthmore hears her funeral knell." 
The whistle chirps, the ball ascends, 
Swift down the side-lines speed the ends. 
The half-back starts with eager bound, 
A tackler brings him to the ground. 
The teams line up, the fight's begun 
Which must ere dark be lost and won.

Each heart recalls a different game, 
But was the ending not the same? 
What matter if 'twas Haines who scored 
Or Lowry's name our voices roared? 
We all were victors when that night 
We circled round the bonfire bright.

Soon winter came in course of things 
And shook the feathers from his wings, 
Small fear, though, that his breath should chill 
The young blood on the coasting-hill, 
Or ours yet warmer, who beyond 
Slid swiftly o'er the frozen pond, 
As with some red-cheeked, soft-eyed lassie 
We spurned the surface black and glassy. 
Next Thursday on our way from meeting 
The Sophomores snow-balled us, retreating 
Before our gallant final charge. 
How luminous the days and large 
As now through memory's mist they shine! 
And yet the season most divine 
Lay still before us.

Can you hear 
The phantom sounds which greet my ear:— 
The muffled knocks, the mellow smack 
As Hinchman drives the leather back.
But doubtful are the odds of cricket,
For crash! a yorker takes his wicket.
Ah! the fair stretch of velvet green,
With drooping boughs that form a screen
Against the radiant azure sky
Where strange cloud-galleons voyage by,
While there before us on the grass
The white forms of the players pass!
What scenes can memory's art record
More dear than these of Haverford?

III.
Forgive, if we fondly have lingered
Thought-poised in the flight of our song,
While memories, musical-fingered,
Beguiled our high purpose too long.
Yet think not these echoes are ended
Or drowned by the din of to-day,
For deep in the hearts of us blended,
Their memory murmurs for aye.

The friendships that early we cherished
When words were with meaning at one—
As mists of the morn have they perished
In the truth-testing light of the sun?
Ah no, but the springs of affection
Have widened and grown to a stream
That soothes us with sweet recollection
And brightens the way with its gleam.

'Twas then in our happy May season
We culled from the garden of books
A store of the world's ripest reason
And beauty that flowers in the nooks.
Though no longer to sage or to poet
We turn from the round of our task,
They mould all our being, we know it;
They are part of us under the mask.
For we found there the hope that assureth,
The faith in an ultimate plan,
And we saw that the life which endureth
Is service of God and of man.
'Twas Haverford's wisdom that taught us
The simplest and noblest of creeds,
Ah, might but the love that she brought us
Shine clear in the light of our deeds!

IV.
Youth is the season of ingratitude.
When fortune with a queenly careless hand
Scatters her gifts in fluttering swirls of bloom,
Who stops to wonder whence they fall and how?
Youth takes his blessings as a thing of course,
The love of parents, playthings, daily bread,
And many a pathway through the rugged world
Made smooth for him by opportunity.
We took and with such foresight as we had
We used what college gave, and who will blame
If at the time our thanks was faintly voiced?
We could not feel the virtue that went out
Into our brain and marrow, could not guess
The energy of purpose that we drank.
We could not tell the value of the stars
By which we learned to steer.  But now we know,
And each man stands convicted here to-night
Who does not feel his debt to Haverford.

To whom then do we owe this debt of honor,
What men have made the college that made us?
In this good city fourscore years ago
The wise adherents of a peaceful creed
Sought out a spot secluded from the din
Of worldly traffic, where in rural calm
Their young men might see visions pure and high
Which like a cloud might lead them from the tents
Of Egypt, through the parching wilderness
And all its perils, to the promised land.
The college grew and played its honest part
In Quaker thought and action, men of weight
And learning left its halls, its name was fair.
Yet was its field too narrow; there was need
Through all the land for college-nurtured men,
Men of all creeds and all professions, clean
In life and high in purpose, in their hearts
Like Cromwell's Ironsides, the fear of God.
No more might college men be left to lead
A life of cloistered virtue, self-secure.

But who could thus enlarge the influence
Of Haverford, yet lose no tithe of good
Fostered by old tradition strict and wise?
As oft before, the need evoked the man:
A man of native strength and single aim.
With steadiness unhurried but unchecked
He brought the life of Haverford in touch
With larger issues, made its name a force
For honesty in business and in state,
Gave wider meaning to the Quaker creed,
Welcoming freely all who came to take
What Haverford could give. Beneath his rule
Great teachers gathered to the quiet place,
Men of world reputation, yet humane
And patient with each seeker after truth.
In happy time a loyal college pride
Striking deep root, spread outward near and far,—
A spirit not content with frantic shouts
Along the raving side-line, but prepared
To furnish men whom Haverford might own,
To give of time and substance to the things
For which her teaching stood, and to be glad
For all that each might do to grace her name.
To thee, O Haverford,
We give our thanks in heart-o'erflowing measure
For those four years well spent
In vigorous health and full content,
For memories of unforgotten pleasure
In rich profusion stored.

Thou gavest liberal learning
And the deep love of intellectual beauty,
And keen aggressive power
To meet the questions of the hour
And solve them by the steady light of duty
Still in the conscience burning.

Not for the hour's applause
Thou teachest us our span of life to barter,
Thou bidd'st us rather stand
A faithful truth-devoted band,
Firm in the spirit of the old-time martyr
To the eternal laws.

To thee, O President,
For five and twenty years our honored leader,
No less our voices raise
A song-wreathed monument of praise,
Thou to our budding youth like some tall cedar
Hast shade and shelter lent.

Simple and just and true
As he who freed the slaves and ruled the nation,
Honor unsought, yet won
By a great life-work nobly done,
We give to thee in grateful admiration
As faithful sons should do.
Father art thou and friend,
For both thy thousand sons have always found thee.
Though harvests come and go,
The seed which thou hast sown shall grow
Within the earnest hearts of these around thee,
In them and theirs, for ages without end.

Charles Wharton Stork, '02.

I.

Who is this that stands before you, quiet,
And wins these thunderous cheers, this tumult and this riot
Of welcome and applause?
Adorned but in simplicity,
Uncrowned save by sincerity,
How is it that he draws
From every throat that rapturous cheer,
Echoing and re-echoing clear
For him as for no other here?
As captain of your cause
What deathless name is his in Honor's roll,
That prompts the praise ye sing,
And makes your voices vibrant with the truer, deeper ring
Of harmonies imprisoned in the soul?
Does the truth that never dies
Name his prophet, saint or king,
That such light around him lies
To set love's lamp ablaze and bring
Its glow into your eyes?

II.

We cannot answer, for no single name
We know, wherewith to compass every claim
He has to love and honor at our hands.
For five and twenty years,
This calm-eyed man who now before us stands,
Hath been our Alma Mater's truest lover,
Had faith in her 'mid fears,
Planned, dreamed and hoped and prayed for her,
In all her needs found aid for her,
And set naught else above her
In human service; put at her command
The best he had to give,
And steadfastly did live
That she might ever stand
A gracious inn beside the way of life,
Where all who pass may stay
Awhile to gird them better for the strife,
Finding wise work and play,
And sleep in chambers windowed toward the east,
Wherein some morn, ere scarce the night has ceased,
The sun of truth may flash a beam, and place
His fingers gently on the sleeper's face,
Bid him awake, with unsealed eyes to see
A wondrous world; and set him free
To mount from what he is to what he longs to be.

III.

We cannot answer; yet a single name
A whisper from the years would seem to frame—
A whisper from those five and twenty years,
Which know how humbly wise,
In unpretentious guise,
He moved among us all as with his peers;
Saw not our follies save with tolerant eyes,
That would not let them hide our better parts,
And with a kindly wisdom, often lit
By flashes of a kindly wit,
Gave cheer and warmed our hearts—
A whisper from those years, which know
Our lowland paths he did not scorn,
Yet trod the way below
As one who would not let
Himself or us forget
The truth which silent recognition seeks,
That tho' we walk the valley, we are born
To tread in spirit mountain peaks.
And from beyond that golden sunset door,
Which now has closed behind them, opening nevermore,
Those five and twenty years would seem to send
A whisper that should make us comprehend
It is himself that he has freely proffered,
Then, grateful, take the gift that he has offered,
And know him by no lower name than friend.

IV.

Aye! call him friend! Be that the name forever
Of all, whose faith and hope and love are ever
Near us, not with trumpet blare and shout,
But humbly passing in and out,
With tireless feet, that know not day nor night,
To serve and fill our deeper need,
Giving their oil of life to feed
The sacrificial flame, that by its rarer light,
Each helmsman may discern to guide aright
The goodly ship wherein we each must sail,
In hope that we may some day safely hale,
Though billow-tossed and tempest-blown,
To that exalted sea, where we shall feel
A fairer breeze than we have ever known
Across the waters steal,
With such sweet tidings from the unknown shore
That we can hesitate no more,
But break out all our sails, self's fetters part
That furled them, to our pity!
And sail, with Galahad the pure in heart,
Unto the Sacred City.

Edward W. Evans, '02.
A quarter century has passed
Since first you took command,
With eye unerring forward cast
To guide unerring hand;
With faith that cheered us to abide
What ends we could not see;
With modesty that tempered pride
By sense of what should be.

While others won a tinsel prize
In barter for their soul,
You walked with more discerning eyes
And saved your ethics whole;
Enough for you enduring things,
Enough for Quaker youth,
The creed that in your whole life rings,—
Simplicity and truth.

Amid the din of man's unrest,
His noxious haste for show,
You saw the best and chose the best,
And, knowing you, we know
That what we do of lasting worth
Must spring from spirits clear,
Calm midst the turmoil of this earth,
From panic free and fear.

Deliberate, yet swift to act;
Certain of your own plan,
Yet listening with the simple tact
That grants the other man;—
Oh, if at times you seemed austere,
We knew the worth of it;
And to our hearts your speech was dear,
Shot through with homespun wit.

For, as you lived with us and worked,
Your ways informed our ways,
Your wisdom in our wisdom lurked,—
'Twas you that won our bays!
HAVERFORD COLLEGE

And when within us clangs discord
And grey skies dim the blue,
Our minds run back to Haverford,—
And Haverford is you.

WALTER S. HINCHMAN, '00.

The President of the Association read the following letters, testifying to the scholarship and the sportsmanship of him to whom we extended our greetings:

STATE OF NEW JERSEY
EXECUTIVE DEPARTMENT

My Dear Mr. Stokes:

Having learned that the Alumni of Haverford are preparing to express in some form to President Sharpless their appreciation of his many services to the College during the twenty-five years of his Presidency, just completed, I avail myself of the opportunity of joining them in extending to him the most heartfelt congratulations. It is always a pleasure to pay tribute to the work of Haverford College, and that work during the last twenty-five years has seemed to those of us who have looked on to be in no small part an expression of the character and gifts of President Sharpless. I want to express my own personal admiration for him and to congratulate the College that these twenty-five years have been distinguished by the leadership of a man of such character and attainments. It is a very happy lot to have so succeeded, and I wish that I might be present with the Alumni of the College and express my feeling to President Sharpless in person.

Cordially and sincerely yours,

[Signed] WOODROW WILSON.

Mr. J. STOGDELL Stokes, Philadelphia, Pa.
January 17, 1913.

My Dear Mr. Stokes:

Through my friend Dean Lewis I wish to send, for you to read, a letter of congratulation to Haverford upon the fact that Isaac Sharpless has been its President for nearly a quarter of a century. My own knowledge of President Sharpless's work has been largely through his writings on Pennsylvania Colonial History, in which he has made himself the foremost authority. But I know also that it is largely through President Sharpless's efforts that Haverford College has attained the high place it now holds among educators. He has not only elevated the educational standards of the College, but has, by sheer force of character and conviction, markedly influenced the students under him, and has been a force for good citizenship in the whole community, because of the interest he has taken in all public questions and because of his independence and keen sense of public obligation. Furthermore he particularly appeals to me because he is emphatically a sportsman-scholar, who loves the life of the wilderness, the life of the woods and the streams. I am not a fisherman myself, but I wish I could be present to see him presented with that set of fishing tackle. With all good wishes,

Believe me, sincerely yours,


Mr. J. Stogdell Stokes, Haverford College.
been the most distinguished members of the Society of Friends during the past half century. Undoubtedly these have been John Bright, John G. Whittier and Albert K. Smiley. They have given luster and fame to the body and have caused multitudes of intelligent and noble men and women to take an interest in it and its ideals who otherwise would only have known of it in a small way as an historic fact and as the embodiment of marked peculiarities. To the class practically interested in secondary education, Albert K. Smiley achieved distinction as one who conducted a boarding school so successfully as to obtain therefrom the foundation of a splendid fortune; to those interested in the entertainment of cultivated people he became famous as the founder and developer of a hotel and summer resort that achieved a position that was unique and a success without a parallel in America, under moral and religious conditions which he himself imposed and which many of the best experience considered impossible; to the philanthropist he was famous as the demander of justice for the oppressed and a helper of the backward and the dependent to higher and better conditions of life; and to the statesman who has to do with government, and to the lovers of mankind who desire to see peace and righteousness exalting the nations he was the great inspirer and leader in matters of transcendent importance and the developer of a public opinion that in the last analysis determines what the nations shall be and shall do.

His experience as a teacher began at Haverford and continued there for four years after his graduation with his twin brother Alfred, in 1849, and was increased at Oak Grove in Maine and at Providence, Rhode Island,
where for over twenty years his work was so successful. His experience as a manager of institutions of higher learning was extensive as a trustee of Bryn Mawr College, named on the original board by the founder and continued until his death, as a trustee of Brown University and a manager of the New York State Normal College at New Paltz. His hotel at Lake Mohonk was founded upon Quaker principles and run on Quaker ideals and it achieved a success that was phenomenal. Here upon the rugged Showangunk Mountains, as at his winter home known as Smiley Heights, at Redlands, California, he developed natural beauties with the skill of an engineer and the arts of the landscape gardener and the horticulturist until each, in its way, became famous, almost without a rival.

Great as were these various achievements, Albert K. Smiley's true distinction came from his work in higher fields. In 1879 he was appointed a United States Indian Commissioner. For the discussion of the various phases of the Indian problem, he invited some two hundred men and women, among the best informed on and most interested in Indian affairs, to meet at Lake Mohonk and for three days to discuss those problems with entire leisure and the utmost thoroughness. After the Spanish War the peoples of the Philippines, Porto Rico and the Hawaiian Islands were included in these deliberations. These conferences have been held annually with three or four hundred in attendance, among whom there have been members of both houses of the Congress, ex-presidents, prominent church officials, officers of the army and interested citizens of all sections of the country. It has been said that practically all the national legislation for the improvement of the condition of the Indians has followed within
one or two years the conclusions of the Mohonk Conference.

In 1894 he established another conference at Lake Mohonk, more far-reaching in its influence. It was to consider the subject of arbitration for the settlement of international disputes. This conference has since continued and has been attended by men and women of the highest distinction from all parts of this country, from many countries of Europe and from China and Japan. In the organization of the conference, boards of trade and other commercial bodies have been included. The conclusions of these conferences have had an important influence in creating the public opinion that has led to the making of many arbitration treaties between the United States and other countries, while they have had much to do with forming the plans and determining the scope of The Hague Tribunal. The importance of the results of these conferences cannot be overestimated and it is most gratifying to know that arrangements have been made for continuing both of them. The entertainment of four hundred or more attenders of these annual conferences as the personal guests of Albert Smiley was a splendid example of a princely hospitality.

In these conferences for the good of nations and the uplifting of humanity, Albert K. Smiley in the simplest and most charming manner, frequently made it known that they only embodied the ideals and the principles of the Society of Friends.

Albert K. Smiley exerted a powerful influence for good and in his death the world has lost a great personality.

James Wood.
FOOTBALL AT HAVERFORD.

A speaker at the alumni dinner included in the happy events of the past year the fact that the football season was at an end. The one fact that has most impressed itself on the minds of the alumni is that we had a disastrous season—ours was not a winning team. Probably in a large number of cases this is the only fact, as regards our football, that has made an impression this year. Comparisons were made with scores of other seasons and the conclusions drawn were not encouraging. In the general dismay it may have been overlooked that while the team was light and green, the coach new and unacquainted with the players, yet a larger squad than ever before was on the field and that in pursuance of the athletic scheme practically every student was out getting some form of exercise. All of these details are apt to be absorbed in the alumni mind by the one idea of defeat, and this is apt to show itself in a loss of interest or of outward enthusiasm, at least, in a lack of attendance at games.

But put out a winning team and enthusiasm is at once manifested both with the undergraduate and the alumnus. Here again details are overlooked in the face of the larger idea—a bully team!

Now if this is so in the minds of a loyal alumnus, how much more striking is it in the minds of outsiders who do not appreciate the basis on which we work!

It has been said that a winning football team is the best advertisement a college can have—advertisement here used merely in the sense of publicity and the general public. In the fall the different colleges are talked of more
than at any other time of the year and the college with a winning team stands out prominently. Especially does a winning team throw the small college into prominence and while the athletic policies and methods (of our institution) may, or may not, be generally understood, yet they are of secondary consideration to the fact that said college has a winning team and is on the map.

I have been asked where Haverford is and have also explained that besides Haverford School there is Haverford College.

I do not remember having been asked where or what Swarthmore is.

Without doubt, the majority of the Haverford alumni approve, as I do, of our athletic policy; also, I believe that, coming as a result of this policy they would approve of a winning team. The problem then is to combine the two.

From the advertising standpoint the more victories we can gain over teams representing the better known institutions, the more publicity shall we get. The better known institutions are of course the larger colleges and universities. The more of these we get on our schedule the better it looks on paper but the harder it is on the players; so hard that it takes a large amount of pleasure out of the season and reduces the percentage of possible victories. The other extreme is to play small and comparatively unknown institutions. We have been trying to schedule the best known colleges that we can play with a fair chance of victory—colleges of about our own class as to size.

Our players to-day are of about the same age and weight
as they have ever been and in addition we have a few more to choose from. In comparing the 1912 team with the previous seventeen teams, going back to 1895, using hastily gathered statistics, I find that it is about the average weight per man, though a fraction of a year less than the average in age.

An increase in the number of students will (of course) give a larger squad from which to choose a representative eleven;—a larger squad thus answers to the college policy which encourages a general participation in athletics.

Every alumnus can, therefore, help make a winning team, and at the same time conscientiously support the natural desire and right of the college to grow, by using every legitimate means at his command to interest school-boys, and their parents, in Haverford.

H. Norman Thorn.

UNDERGRADUATE ACTIVITIES.

Scholastic—Athletic—Social.

Despite the frequent assertion of college and non-college men that our undergraduate days are a four years' loaf, there is ample opportunity for a Haverford undergraduate to disprove the statement. The mid-year exams disclosed some interesting facts in regard to the scholastic attainment of the various classes. The two lower classes have the highest individual marks, but the Seniors and Juniors lead in class standing. Fourteen
Seniors of a class of thirty-four have a standing above 86 per cent, with three above 90 per cent. Of these fourteen there are three men admitted from Friends' colleges for their Senior year. Seven of these eleven have had over 85 per cent for their college course, and the remaining four have come up from lower standing, perhaps due to the greater possibility for specialization in Junior and Senior years. It is also noticeable that the holders of Corporation Scholarships usually retain them throughout the four years, and after graduation are likely to turn to graduate work and teaching. Haverford ranks in the government classification as a college of the first class. Three of her graduates in the last three years have won Rhodes Scholarships. So far so good. Yet we cannot deny that there is a considerable body of men, especially in the lower classes, who hover around the danger line. There seems to be an idea that it makes little difference if half a class loaf for Freshman and Sophomore years provided they get 65 per cent for the rest of their course. The college is doing everything possible to correct this idea, but there are many men who need to learn not to be too easily satisfied, who need to cut out unsystematic loafing because they are shirking their responsibility in other activities as well as scholastic. If this occurs in the two upper classes it is usually due to one of two causes: (1) Indifference; (2) The overwork which a college body places upon a capable man. We believe there should be a restriction upon the number of class and college offices an upper-classman can hold—that it would conduce to greater individual scholastic and managerial ability.
The winter season in Athletics has been satisfactory. The new Soccer Field back of Walton Field will not be ready for use until next winter, yet its introduction will mean an even greater growth in the game which is rapidly becoming Haverford's major sport. Since December 1st there have been four teams practicing at least twice a week—three of these have had scheduled games with outside clubs nearly every Saturday, with results in the main, favorable. We append the Intercollegiate schedule, with scores:

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15.</td>
<td>Yale</td>
<td>At home... (To be forfeited by Yale or postponed.)</td>
</tr>
<tr>
<td>March 22.</td>
<td>Columbia</td>
<td>Away... 3-2. (Won by Haverford.)</td>
</tr>
<tr>
<td>March 29.</td>
<td>Pennsylvania</td>
<td>Away... 2-1. (Won by Haverford.)</td>
</tr>
<tr>
<td>April 5.</td>
<td>Harvard</td>
<td>Away... 2-4. (Won by Harvard.)</td>
</tr>
<tr>
<td>April 11.</td>
<td>Cornell</td>
<td>At home... 6-1. (Won by Haverford.)</td>
</tr>
</tbody>
</table>

In Gymnasium we have been strongest in the rings, tumbling, and club-swinging. The results of the meets are as follows:

- Haverford 20. Amherst 34.

In the Intercollegiates held at Princeton, Haverford did not score.

Track prospects are better than usual. Last year's record-breakers, Thomas, Froelicher and Porter, are still in college and may even lower their own marks. There is also promising new material in the Freshman class.
Of last year's Cricket team eight of the best men have left and it will be difficult to replace them by players of the same caliber. The new material as yet is a somewhat uncertain quantity. The team will be good, but somewhat inexperienced. There will undoubtedly be baseball between the halls, and a Freshman baseball team as usual, but there will not be a Haverford College Baseball Team this year. We cannot as a college afford the loss of athletic prestige which a third rate team would cause. There is not at present enough material to turn out both a first class cricket team and even a second class baseball team.

There is a widespread feeling of discontent in the college because there are but four tennis courts for the students and faculty. There should be at least ten to accommodate the players. The Tennis Association is now a part of the regular College A. A. and as such receives over $200 a year. It costs about three hundred dollars to build a court. Even if this department has to help out other departments, we believe that there should be enough interest among the players to control as much of this appropriation as possible and to add enough to make up the amount necessary to build one court a year for several years. The Tennis Team is a College Team and it cannot be first class without first class courts.

III

The Cap and Bells Club gave its annual play on Junior Day, Friday, April 18th. It had selected this year, Oscar Wilde's "The Importance of Being Earnest."
The Glee and Mandolin Clubs gave a joint concert with Lehigh at the New Century Drawing Rooms, Philadelphia, on March 29th, and followed it with several small concerts in the vicinity of Philadelphia.

The Y. M. C. A. is flourishing with a large membership and a good average attendance at the meetings. With the assistance of the Civics Club it is carrying on social and religious work at Preston and Coopertown, and more purely social work in instructing Italians in English. The Italian work was begun last year; at present about one hundred Italians receive lessons in English from several of the students at the college.

We have not mentioned the work of *The Haverfordian* and *The Weekly* because every alumnus should subscribe to them. Nor have we mentioned The Union. Yet we believe that when a college of one hundred and fifty undergraduates can successfully maintain these various activities, there are very few of us who get through college on a real “four years’ loaf.”

J. M. Beatty, Jr., '13.
HAVERFORD COLLEGE
BULLETIN

Vol. XI  Sixth Month, 1913  No. 8.

Athletic Number

1912-1913

Issued Quarterly by Haverford College,
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Entered December 10th, 1902, at Haverford, Pa.
as Second-Class Matter under Act of Congress of July 16th, 1894
Haverford College
Athletics

1912-1913

Edited in the interest of Haverford Athletics by

JAMES A. BABBITT, M. D.

Director of the Physical Department
Press of
THE JOHN C. WINSTON CO.
1006-1016 Arch Street,
PREFACE

The efficient operation of the new infirmary, the advance of the comprehensive plans for the general athletic fields, with the gift of the Grand Stand by Mr. Horace Smith, and the advancement in track and gymnasium team work, mark the year 1913 as an epoch in the general physical department. All these indicate a healthy co-operation of the students, and a positive dignity in our general athletic position. We acknowledge with sincere appreciation the generosity and assistance of those who have made these things possible.

Haverford College, June 10, 1913.
Haverford College
Department of Physical Education

Isaac Sharpless, Sc.D., LL.D., L.H.D.,
President.

James A. Babbitt, A.M., M.D.,
Professor of Hygiene and Physical Education.

John Keogh,
Instructor of Football and Athletic Teams.

George Bennett,
Coach of Cricket Teams.

Edward Krauss,
Coach of Gymnasium Teams.

Francis James,
Coach of Soccer Teams.
Athletic Cabinet 1912-13

J. Tatnall, President
W. C. Longstreth
N. F. Hall
L. R. Thomas
F. M. Froelicher

P. C. Gifford, Secretary
L. V. H. Thomas
H. W. Taylor
E. R. Rice
D. B. van Hollen

Dr. James A. Babbitt, Chairman ex-officio

Athletic Association

W. C. Longstreth, '13—President
D. B. van Hollen, '15—Secretary
Joint Committee on Athletics 1912-13

Alumni Members

J. W. Sharp, Chairman

Henry Cope
Dr. T. F. Branson
J. H. Scattergood
Dr. F. B. Jacobs
Dr. F. C. Sharpless
C. C. Morris

W. C. Lowry
Chas. J. Rhoads
A. M. Collins
A. C. Maule
H. S. Drinker
H. N. Thorn

Faculty Members

President Isaac Sharpless
Dr. James A. Babbitt

Undergraduate Members

F. M. Froelicher, '13
C. H. Crosman, '13
P. C. Gifford, '13
H. V. Nicholson, '13
J. K. Garrigues, '14

L. R. Thomas, '13
J. Tatnall, '13
J. V. van Sickle, '13
W. S. Crowder, '13
Constitution of Haverford College Athletic Association

Name.

Article 1. This Association shall be known as the Haverford College Athletic Association.

Members.

Article 2. All undergraduates are eligible as Active Members, and all graduates, ex-students and members of the Faculty of Haverford College are eligible as Associate Members of this Association.

Departments.

Article 3. This Association shall consist of six departments, namely, Cricket, Football, Soccer, Gymnasium, Track and Tennis.

Department Officers.

Article 4. Section 1. The Active Members of this Association shall, not later than the close of each collegiate year, elect the following officers for each department:

(a) Cricket: There shall be a Manager, two Assistant Managers and a Ground Committee consisting of one Senior and two Juniors, who will serve in conjunction with the Captain and the Manager in choosing teams to represent the college in this sport.

(b) Football: There shall be a Manager, two Assistant Managers, four sub-Assistant Managers, a Cheerleader and two Assistant Cheerleaders in this department.

(c) Soccer: There shall be a Manager, two Assistant Managers, and a Ground Committee consisting of two Seniors and two Juniors, who will serve in conjunction with the Captain in choosing teams to represent the college in this sport.

(d) Gymnasium: There shall be a Manager and an Assistant Manager in this department.

(e) Track: There shall be a Manager and two Assistant Managers in this department.
(f) Tennis: There shall be a Manager and two Assistant Managers in this department.

Captains.

Section 2. The regular members of each team, as selected by the committee in charge of awarding the “H”, shall, not later than the close of each collegiate year, elect a captain for the ensuing year.

Association Officers.

Section 3. The Active Members of this Association shall, not later than at the close of each collegiate year, elect the following officers of the Association:

First—A President who shall be a Senior.
Second—A Secretary, who shall be a Sophomore.

Joint Committee on Athletics.

Article 5. There shall be a Joint Committee on Athletics which shall consist of thirteen Alumni members, appointed by the Alumni Association, two Faculty members, and the captains and managers of the different athletic departments of this Association.

Section 1. This Joint Committee shall have the final decision in all important athletic matters which may arise in connection with the college.

Section 2. This Joint Committee shall elect a Treasurer for the Association.

Department Expenses.

Article 6. The Manager of each department shall confer with the Treasurer of the Association on all financial questions connected with his department.

Treasurer.

Article 7. The Treasurer shall receive and be the custodian of all funds belonging to the Association, and shall disburse the same according to his best judgment. He shall publish an annual report in some undergraduate publication, fully itemized, and showing the exact expenses of each department. His accounts should be audited annually, by an expert appointed by the joint committee. He shall see that donations for special uses are so expended.
Dues.

Article 8. The annual dues of all Active Members shall be eight dollars ($8.00). The annual dues of Associate Members shall be five dollars ($5.00).

Section 1. Taking $8.00 as a basis, the dues shall be divided between the different departments as follows: (a) Cricket, $1.50; (b) Football, $2.00; (c) Soccer, $1.50; (d) Gymnasium, $1.00; (e) Track, $1.00; (f) Tennis, $1.00

Special Meetings.

Article 9. The President or the Manager of any department may call a meeting of the Association at any time.

Nominating Committee.

Article 10. There shall be a Nominating Committee composed of three Seniors, two Juniors, and one Sophomore. All the officers of this Association, except the Treasurer, shall be nominated by this committee. Any additional nominations shall be posted at the signed request of ten members.

Admission to Events.

Article 11. Every Associate Member of the Association, in good standing, shall receive a card admitting him to all home athletic contests.

Amendments and By-Laws.

Article 12. The Joint Committee shall make such further Rules and Regulations as may seem necessary, from time to time, but these articles shall not be amended except by two-thirds vote of the Active Members, after a week's notice.
Regulations for Awarding Insignia, Haverford College

I.

All committees for awarding college emblems shall be held responsible to the Athletic Association.

II.

The Varsity H for all branches of athletics shall be of a uniform shape, and either of two sizes. The H shall conform to the one of the two standard patterns which shall be kept by the Athletic Association.

III. Football.

The football sweater shall be black, coat or V neck, the coat sweater shall have a small black H, and the V neck shall have a large straight H.

The football jersey shall be black with striped sleeves, a scarlet neck and a scarlet waistband, with a scarlet H. The stripes, which shall be two inches wide, shall be alternate scarlet and black.

Men not holders of a football H shall not wear any part of the uniform except on the football field.

The football H shall be awarded each year by the captain, manager, and coach of the football department. No more than twelve "H's" shall be awarded in any one year, and these shall be awarded to the most deserving men.

IV. Cricket.

The cricket colors shall consist of the cricket sweater, the scarlet and black blazer and cap, and scarlet and black sash. The cricket sweater shall be a white V neck sweater with a scarlet stripe and a black stripe on the skirt and wrists. The stripes shall be \( \frac{1}{2} \) in. wide and \( \frac{3}{8} \) in. apart; the scarlet stripe shall be on the bottom of the skirt and wrists. The sweater shall have on the breast a scarlet "varsity block H."
The cricket colors shall be awarded each year by the Ground Committee of the cricket department to the most deserving players and shall be limited to eleven in number.

V. Track.

The track uniform shall consist of a white sleeveless jersey and white running trousers, with scarlet and black \( \frac{1}{2} \) in. stripes down the sides and with a scarlet and black waistband.

The track Varsity sweater shall be a plain scarlet sweater, and the track H shall be a black Varsity H on the sweater and a small black Varsity H on the jersey.

The track H shall be awarded each year by the captain, manager, and a director of the Track Department at their discretion. The following men only shall be eligible for consideration:

(a) Men who have won a point or part of a point in the annual meet of the I. C. A. A.

(b) Men who have won first place and five (5) other points; or who have tied for first place with a member of an opposing team and won five (5) other points.

(c) Members of a winning relay team in the relay carnival at Franklin Field who have won three points in dual meets during the season.

VI. Gymnasium.

The insignia and H's shall be awarded at the discretion of the captain, manager and coach at the end of each year; no person shall receive an H who has has not won three first places in dual meets or played in the Intercollegiates. The gymnasiuim H shall be the regulation 'varsity H. The regulation gymnasiuim costume shall be black tights, leotod and scarlet belt. Leotod to have a scarlet front, rounded at the bottom and extending as far as the shoulder, and buttoning over the shoulder. The gymnasiuim insignia shall be the black monogram H. G. T. worn on the scarlet front of the leotod or on the regular gymnasiuim sweater. The H shall be a regulation straight H; \( \frac{1}{2} \) in. above the bar shall be a straight G \( 1\frac{1}{2} \) in. high and 1 in. wide; and \( \frac{1}{4} \) in. below the bar shall be a straight T \( 1\frac{1}{2} \) in. high and 1 in. wide.
VI. Soccer.

The soccer uniform shall consist of a gray shirt, with a scarlet and black stripe, 3 in. wide, running diagonally over the right shoulder, black trousers, scarlet belt and black stockings with a 4 in. horizontal stripe. Any intercollegiate player may wear the soccer shirt.

The soccer sweater shall be a plain white coat or V neck sweater with a scarlet varsity H. The soccer H shall be awarded each year by the Ground Committee of the soccer association to not more than eight men.

VIII. Tennis.

The winner or winners of the Intercollegiate championship shall be awarded a scarlet straight H, size 2\( \frac{7}{8} \) by 4 in., to be worn only on a white coat sweater.

Not more than four tennis insignia may be awarded each year at the discretion of the captain and manager to the members of the Varsity team. The tennis insignia shall consist of a straight H 2 in. high, 1\( \frac{1}{2} \) in. wide and the bars to be 1\( \frac{1}{6} \) in. wide, to be embroidered on the pocket of a white flannel shirt. Two small T's shall be placed one \( \frac{5}{8} \) in. above the bar and the other \( \frac{3}{8} \) in. below the bar of the H.

IX. Varsity Hat.

There shall be a Varsity hat which may be worn by the holder of any Varsity H. This hat shall be a white university hat with scarlet and black block H with diagonal line from upper left to lower right hand corner, left section scarlet, of the following dimensions: height 1\( \frac{1}{2} \) in. to block; block 1\( \frac{5}{8} \) in. thick, projecting 1\( \frac{1}{16} \) in.; width 1\( \frac{3}{8} \) in. inside bars; bars 1\( \frac{3}{16} \) in. thick and bottom line of cross bar to be in center of upright.

X. Wearing of Emblems.

No person shall be entitled to wear any emblems, uniforms, or parts of uniforms above mentioned, except on the field or in a meet, until that person shall have been authorized to do so by the committees having charge of the same.
XI. Hats and Caps.

No person shall wear an H, either plain or in monogram, on any hat or cap except on the Varsity hat.

XII. Class Numerals.

Numerals may be worn only by those who have won them, upon the regulation class jersey—a black jersey with scarlet cuffs, waistband, neck, and numerals—or on any style sweater, except the Varsity sweater, in black or scarlet and black.

Numerals shall be awarded by the same committee that awards the corresponding H in each department, subject to the following regulations:

Football—Numerals may be awarded to Sophomores and Freshmen who play in the Sophomore-Freshman game. And to not more than five (5) Seniors and Juniors, deserving them for good, conscientious work during the season, either on the Scrub or on the Varsity; except that those who receive their Varsity H shall not be awarded numerals. The awards shall be made each year.

Cricket—Numerals may be awarded to not more than six (6) members of the team winning the Class Championship, and to not more than four (4) members of any of the other class teams, and they shall be awarded to the most deserving each year.

Track—The winning of a first place and three additional points in the Sophomore-Freshman track meet or a first place in the inter-class track meet or six points in dual meets secures numerals.

Tennis—The college champion in singles shall be awarded numerals.

Association Football—Numerals may be awarded to not more than six (6) members of the team winning the Class Championship, and to not more than four (4) members of any of the other class teams, and they shall be awarded to the most deserving each year.
FOOTBALL

SEASON

1912

Cheer Leaders
J. Tatnall, '13
O. M. Porter, '13

Assistant Cheer Leader
J. K. Garrigues, '14

Manager
C. H. Crosman, '13

Assistant Managers
E. Rice, '14
D. Waples, '14

Captain
F. M. Froelicher, '13
W. C. Longstreth, '13

Coach
John Keogh

Haverford College Football Team

Smith, '14. Left End
Locke, '14. Left Tackle
Nicholson, '13. Left Guard
Tatnall, '13. Center
Williams, '14. Right Guard
Froelicher, '13 (Captain). Right Tackle
Taylor, '14. Right End
Philips, '14. Quarter-back
Carey, '16. Quarter-back
Porter, '13. Left Halfback
Thomas, '13. Right Halfback
Sangree, '14 (Captain-elect). Fullback
Football Season 1912

Oct. 5. Haverford......14 Delaware... 0 at Haverford
Oct. 12. Haverford...... 9 Stevens..... 0 at Haverford
Oct. 19. Haverford...... 0 Lehigh.....55 at South Bethlehem
Oct. 26. Haverford...... 0 F. and M.......23 at Haverford
Nov. 2. Haverford...... 0 St. Johns.....13 at Haverford
Nov. 9. Haverford...... 0 Trinity......32 at Hartford, Conn.
Nov. 16. Haverford...... 0 Rutgers.....18 at Haverford
Nov. 23. Haverford...... 7 Carnegie.....14 at Pittsburgh
Nov. 26. Sophomores.... 0 Freshmen... 6

Wearers of Football H

F. M. Froelicher, '13 (Capt.)    P. H. Sangree, '14 (Capt.-elect)
W. C. Longstreth, '13             H. W. Taylor, '14
O. M. Porter, '13                 C. R. Williams, '14
L. R. Thomas, '13                 R. S. Philips, '14
H. V. Nicholson, '13             L. D. Locke, '15
J. Tatnall, '13                   J. Carey, '16
Wearers of Football Numerals

1913
R. Howson               P. G. Baker
W. S. Crowder           W. C. Longstreth
F. A. Curtis            J. D. Ludlam
F. M. Froelicher        O. M. Porter
P. C. Gifford           N. H. Taylor
W. Y. Hare              L. R. Thomas
C. E. Hires, Jr.         J. V. Vansickle

Wm. Webb

1914
H. E. Bell              C. W. Edgerton
J. C. Ferguson          H. W. Elkinton
R. S. Philips           P. H. Sangree
R. C. Smith             H. W. Taylor

C. R. Williams

1915
M. J. Kaleel            L. D. Locke
E. M. Levis             E. M. Pharo

1916
J. E. Shipley           E. R. Moon
F. C. Buffum            J. Kuhns
H. E. Knowlton          W. T. Hannum
FOOTBALL TEAM.
Association (Soccer) Football, 1912-13

Manager
H. V. Nicholson, '13

Assistant Managers
G. V. Downing, '14 R. A. Locke, '14

Captain
L. R. Thomas, '13

Coach
Francis James

Haverford College Soccer Team

L. R. Thomas, '13 (Captain) ......................... Outside Right
J. Tatnall, '13 ........................................ Goal
C. O. Young, '13 ..................................... Outside Left
W. C. Longstreth, '13 ................................. Left Halfback
T. W. Elkinton, '14 (Captain-elect) ............... Center Halfback
E. M. Stokes, '14 .................................... Inside Left
L. V. Thomas, '14 .................................... Right Halfback
A. W. Elkinton, '14 .................................. Left Fullback
J. Carey, '16 ........................................... Inside Right
F. W. Cary, '16 ......................................... Center Forward
L. E. Rowntree, '16 .................................. Right Fullback
O. M. Porter, '13 ...................................... Substitute
J. S. Bentley, '14 ...................................... Substitute
Season 1912-13

First Team

<table>
<thead>
<tr>
<th>Date</th>
<th>Team 1</th>
<th>Score</th>
<th>Team 2</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 14</td>
<td>Haverford</td>
<td>3</td>
<td>Princeton</td>
<td>3 at Haverford</td>
</tr>
<tr>
<td>Dec. 17</td>
<td>Haverford</td>
<td>1</td>
<td>Penn. State</td>
<td>1 at Haverford</td>
</tr>
<tr>
<td>Jan. 11</td>
<td>Haverford</td>
<td>4</td>
<td>Germantown C.C.</td>
<td>2 at Haverford</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>Haverford</td>
<td>3</td>
<td>Merion C. C.</td>
<td>0 at Haverford</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>Haverford</td>
<td>4</td>
<td>Westtown</td>
<td>2 at Westtown</td>
</tr>
<tr>
<td>Feb. 22</td>
<td>Haverford</td>
<td>3</td>
<td>Phila. Electrics</td>
<td>3 at Haverford</td>
</tr>
<tr>
<td>Mar. 1</td>
<td>Haverford</td>
<td>4</td>
<td>Merion C. C.</td>
<td>0 at Haverford</td>
</tr>
<tr>
<td>Mar. 8</td>
<td>Haverford</td>
<td>0</td>
<td>Belmont</td>
<td>2 at Haverford</td>
</tr>
<tr>
<td>Mar. 15</td>
<td>Haverford</td>
<td>2</td>
<td>Yale</td>
<td>0 (Forfeited by Yale)*</td>
</tr>
<tr>
<td>Mar. 22</td>
<td>Haverford</td>
<td>3</td>
<td>Columbia</td>
<td>2 at New York*</td>
</tr>
<tr>
<td>Mar. 29</td>
<td>Haverford</td>
<td>2</td>
<td>Pennsylvania</td>
<td>1 at Moorestown*</td>
</tr>
<tr>
<td>Apr. 5</td>
<td>Haverford</td>
<td>2</td>
<td>Harvard</td>
<td>4 at Cambridge*</td>
</tr>
<tr>
<td>Apr. 11</td>
<td>Haverford</td>
<td>6</td>
<td>Cornell</td>
<td>1 at Haverford*</td>
</tr>
</tbody>
</table>

*Intercollegiate.

Intercollegiate Championship won by Harvard. Haverford second.

Second Team

<table>
<thead>
<tr>
<th>Date</th>
<th>Team 1</th>
<th>Score</th>
<th>Team 2</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 9</td>
<td>Haverford</td>
<td>6</td>
<td>Belfield</td>
<td>0 at Belfield</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>Haverford</td>
<td>3</td>
<td>Westtown</td>
<td>2 at Westtown</td>
</tr>
<tr>
<td>Nov. 23</td>
<td>Haverford</td>
<td>4</td>
<td>Moorestown</td>
<td>0 at Haverford</td>
</tr>
<tr>
<td>Nov. 28</td>
<td>Haverford</td>
<td>1</td>
<td>Merion C. C.</td>
<td>2d. 3 at Haverford</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Haverford</td>
<td>2</td>
<td>Phila. 2d.</td>
<td>1 at St. Martins</td>
</tr>
<tr>
<td>Dec. 14</td>
<td>Haverford</td>
<td>2</td>
<td>Merion C. C.</td>
<td>2d. 2 at Haverford</td>
</tr>
<tr>
<td>Dec. 21</td>
<td>Haverford</td>
<td>1</td>
<td>Germantown</td>
<td>1 at Haverford</td>
</tr>
<tr>
<td>Jan. 11</td>
<td>Haverford</td>
<td>2</td>
<td>Phila. 2d.</td>
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<tr>
<td>Jan. 18</td>
<td>Haverford</td>
<td>6</td>
<td>Belfield</td>
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<tr>
<td>Jan. 25</td>
<td>Haverford</td>
<td>2</td>
<td>Germantown</td>
<td>1 at Germantown</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>Haverford</td>
<td>1</td>
<td>Moorestown</td>
<td>3 at Moorestown</td>
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<tr>
<td>Feb. 8</td>
<td>Haverford</td>
<td>2</td>
<td>Pennsylvania</td>
<td>2d. 2 at Haverford</td>
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<tr>
<td>Mar. 8</td>
<td>Haverford</td>
<td>2</td>
<td>Suburban A. A.</td>
<td>0 at Haverford</td>
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</table>
Third Team

Nov. 21. Haverford.0 George School.......6 at George School
Dec. 7. Haverford.3 Germantown Friends.2 at Haverford
Dec. 14. Haverford.3 Haverford School....2 at Haverford
Jan. 11. Haverford.1 Merion C. C. 2d....3 at Haverford
Jan. 25. Haverford.1 Westtown...........1 at Westtown
Feb. 1. Haverford.4 Erie 2d.............2 at Haverford
Feb. 15. Haverford.7 Germantown Jrs......0 at Haverford
Feb. 26. Haverford.0 Haverford 2d......1 at Haverford

Class Games

Feb. 11. 1914..............2 1913..............0
Feb. 19. 1913..............1 1915..............0
Feb. 21. 1913..............4 1916..............0
Feb. 27. 1914..............1 1916..............2
Mar. 3. 1914..............2 1915..............0
Mar. 14. 1913..............1 1914..............1
Apr. 14. 1914..............1 1913..............0
Class Championship won by 1914.

Wearers of Soccer “H”

L. R. Thomas, ’13 (Capt.) T. W. Elkinton, ’14 (Capt.-elect.)
J. Tatnall, ’13 E. M. Stokes, ’14
W. C. Longstreth, ’13 A. W. Elkinton, ’14
J. S. Bentley, ’14
Soccer Numerals Awarded

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>L. R. Thomas</td>
<td>'13</td>
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<tr>
<td>H. V. Nicholson</td>
<td>'13</td>
</tr>
<tr>
<td>N. F. Hall</td>
<td>'13</td>
</tr>
<tr>
<td>J. Tatnall</td>
<td>'13</td>
</tr>
<tr>
<td>O. M. Porter</td>
<td>'13</td>
</tr>
<tr>
<td>F. A. Curtis</td>
<td>'13</td>
</tr>
<tr>
<td>P. C. Gifford</td>
<td>'13</td>
</tr>
<tr>
<td>J. V. van Sickle</td>
<td>'13</td>
</tr>
<tr>
<td>C. O. Young</td>
<td>'13</td>
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<tr>
<td>J. Stokes</td>
<td>'16</td>
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<tr>
<td>J. Carey</td>
<td>'16</td>
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<tr>
<td>F. W. Cary</td>
<td>'16</td>
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<td>L. E. Rowntree</td>
<td>'16</td>
</tr>
<tr>
<td>J. G. Maxwell</td>
<td>'16</td>
</tr>
<tr>
<td>E. F. Lukens</td>
<td>'16</td>
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<tr>
<td>G. V. Downing</td>
<td>'14</td>
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<td>J. P. Green</td>
<td>'14</td>
</tr>
<tr>
<td>H. S. Miller</td>
<td>'14</td>
</tr>
<tr>
<td>L. V. Thomas</td>
<td>'14</td>
</tr>
<tr>
<td>C. W. Edgerton</td>
<td>'14</td>
</tr>
<tr>
<td>S. E. Stokes</td>
<td>'14</td>
</tr>
<tr>
<td>Y. Nitobe</td>
<td>'15</td>
</tr>
<tr>
<td>J. W. Gummere</td>
<td>'15</td>
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<tr>
<td>D. B. VanHollen</td>
<td>'15</td>
</tr>
</tbody>
</table>

N. B. Coleman, '15
Season 1912-13

W. S. Crowder, '13—Manager
W. G. Bowerman, '14—Assistant Manager
Edward Rice, Jr., '14—Assistant Manager
P. C. Gifford, '13—Captain
Edward Kraus—Coach

Haverford College Gymnasium Team, 1912-13

P. C. Gifford, '13, Captain

L. B. Lathem, '12  D. Waples, '14 (Capt.-elect)
P. G. Baker, '13  T. Tomlinson, '14
A. H. Goddard, '13  K. P. A. Taylor, '15
G. Montgomery, '13  J. Stokes, Jr., '16
O. M. Porter, '13
Schedule

Dec. 17th. Interclass Meet at Haverford.
Jan. 18th. Triangular Exhibition at Haverford.
Feb. 14th. Interscholastic Meet at Haverford.
Feb. 21st. Columbia vs. Haverford at Haverford.
Mar. 8th. Amherst vs. Haverford at Amherst.
Mar. 28th. Intercollegiates at Princeton.
Interclass Meet

January, 1913

Side Horse—First, Waples, '14; second, Gifford, '13; third, Crosman, '13.
Totals—Seniors, 22; Juniors, 29; Sophomores, 3; Freshmen, 0.

Novice Class

Horizontal Bar—First, Shipley, '16; second, Bowerman, '14; third, Hallett, '15.
Rings—First, Hallett, '15; second, Garrigues, '16; third, McNeill, '15.
Club Swinging—First, Thomas, '13; second, Faries, '16; third, Green, '14.
Parallel Bars—First, Stokes, '14; second, Bowerman, '14; third, McNeill, '15.
Tumbling—First, Garrigues, '16; second, McNeill, '15; third, tie between Sharpless and Stokes, '14.
Side Horse—First, tie between Stokes and Votaw, '16; second, Farr, '16.
Totals—Seniors, 5; Juniors, 12½; Sophomores, '15; Freshmen, 21½.
Special Drill—Won by Senior Team: Gifford, Thomas, Baker and Montgomery.
Triangular Exhibition

Haverford College, University of Pennsylvania, Princeton University

January 10, 1913

**Horizontal Bar.**

- Goddard
- Waples
- Tomlinson
- Lathem
- Mr. Krauss
- Smith
- Hay
- Vroman
- Wallower
- Clark
- Hackett
- Jones
- Allison

**Side Horse**

- Gifford
- Lathem
- Waples
- Mr. Krauss
- Sealy
- Vroman
- Seiberling
- Leonards
- Kite
- Finletter

**Clubs.**

- Gifford
- Baker
- Montgomery
HAVERFORD COLLEGE.

Faries .................................................. HAVERFORD
Erdman .................................................. PRINCETON
Thorington ............................................. PRINCETON
Finletter .............................................. PENNSYLVANIA
Leonards ............................................... PENNSYLVANIA
Smith ..................................................... PENNSYLVANIA
Zimmerman ............................................. PENNSYLVANIA
Nutt ..................................................... PENNSYLVANIA
Rogers ..................................................... PENNSYLVANIA

RINGS.

Goddard .................................................. HAVERFORD
Waples .................................................. HAVERFORD
Lathem .................................................. HAVERFORD
Wolfe .................................................... PRINCETON
Long ..................................................... PRINCETON
Vroman ................................................ PRINCETON
Hunt .................................................... PENNSYLVANIA
Miller ................................................. PENNSYLVANIA
Parker .................................................. PENNSYLVANIA
Hackett ................................................ PENNSYLVANIA

TRAPEZE.

J. Vroman .............................................. PRINCETON

PARALLEL BARS.

Taylor .................................................. HAVERFORD
Waples .................................................. HAVERFORD
Lathem .................................................. HAVERFORD
Goddard ................................................ HAVERFORD
Mr. Krauss ............................................. HAVERFORD
Hay ...................................................... PRINCETON
Smith .................................................... PRINCETON
Wallower ............................................... PRINCETON
Vroman ................................................ PRINCETON
Clark .................................................... PENNSYLVANIA
Hunt ..................................................... PENNSYLVANIA
Leonards ............................................... PENNSYLVANIA
Weede .................................................... PENNSYLVANIA
Club Juggling.

Baker .................. ....... Haverford
Montgomery ....................... Haverford

Tumbling.

Tomlinson .......................... Haverford
Waples ................................ Haverford
Moffatt ................................ Princeton
Vroman ................................ Princeton
Hall ........................................ Pennsylvania
Hill ......................................... Pennsylvania
Miller ...................................... Pennsylvania
Clark ...................................... Pennsylvania
Haverford—Columbia University

Horizontal Bar—Bhadkamkar, C.; Waples, H.; Tomlinson, H.
Side Horse—Smith, C.; Abramowitz, C.; Gifford, H.
Club Swinging—Baker, H.; Sengstaken, C.; Gifford, H.
Parallel Bars—Bhadkamkar, C.; Taylor, H.; Waples, H.
Flying Rings—Doyle, C.; Latham, H.; Goddard, H.
Tumbling—Porter, Tomlinson and Goddard, of Haverford. No places assigned.

Judges—Uhl, of Philadelphia Turngemeinde; Chadwick, of Friends' Central School.

Time-keeper—Dr. J. A. Babbitt, Haverford.

Score

Haverford........................................... 28
Columbia............................................ 26
Haverford—University of Pennsylvania

Horizontal Bar—Won by Clark, Pennsylvania; Waples, Haverford, second; Tomlinson, Haverford, third.

Club Swinging—Won by Baker, Haverford; Leonards, Pennsylvania, second; Montgomery, Haverford, third.

Parallel Bars— Won by Clark, Pennsylvania; Hunt, Pennsylvania, second; Leonards, Pennsylvania, third.

Side Horse—Won by Leonards, Pennsylvania; Kite, Pennsylvania, second; Stokes, Haverford, third.


Tumbling—Won by Porter, Haverford; Tomlinson, Haverford, second; Hall, Pennsylvania, third.

Judges—Grieb, Freichen, Gallagher.

Score

Pennsylvania ........................................ 30
Haverford ........................................... 24
Haverford—Amherst

Horizontal Bar—First, Waples, Haverford; second, Rankin, Amherst; third, Cushman, Amherst.

Side Horse—First, Caldwell, Amherst; Second, Ralston, Amherst; third, Proctor, Amherst.

Club Swinging—First, Marsh, Amherst; second, Baker, Haverford; third, Caldwell, Amherst.

Parallel Bars—First, Taylor, Haverford; second, Rankin, Amherst; third, Waples, Haverford.

Flying Rings—First, Waples, Haverford; second, Rankin, Amherst; third, Hamilton, Amherst.

Tumbling—First, Marsh, Amherst; second, Hubbard, Amherst; third, Tomlinson, Amherst.

Score

Amherst ........................................... 34
Haverford ......................................... 20
Gymnasium Awards

INSCRIPTION—Lathem, '12; Porter, '13; Baker, '13; Waples, '14; Taylor, '15; Tomlinson, '15.
Intercollegiate Association of Amateur Gymnasts of America

Meet held at Princeton, March 28, 1913

Colleges Represented

Amherst          Lehigh
Columbia          New York
Harvard          Pennsylvania
Haverford        Princeton
Illinois         Rutgers
                 Yale
# Interscholastic Meet

**Committee**

**Joseph Tatnall, Chairman**

- Dr. J. A. Babbitt
- L. R. Thomas
- N. F. Hall
- W. C. Longstreth
- F. M. Froelicher
- P. C. Gifford
- E. Rice, Jr.
- H. W. Taylor
- L. V. H. Thomas
- D. B. Van Hollen

**Judges**

**Dr. J. A. Babbitt, Chairman**

<table>
<thead>
<tr>
<th>Dr. W. G. Friedgen</th>
<th>W. H. Haines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. J. H. Finkleday</td>
<td>W. R. Rossmaessler</td>
</tr>
<tr>
<td>Dr. F. B. Jacobs</td>
<td>E. A. Edwards</td>
</tr>
<tr>
<td>Dr. A. L. Dewees</td>
<td>J. Bushnell, 3d</td>
</tr>
<tr>
<td>A. M. Collins</td>
<td>Dr. E. Shoemaker</td>
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<tr>
<td>D. L. Burgess</td>
<td>E. Wallerstein</td>
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</table>

**R. M. Gummere**

**Referee**

**Dr. George W. Orton**

**Starter**

**Dr. S. C. Palmer**

**Timers**

<table>
<thead>
<tr>
<th>E. A. Green</th>
<th>Dr. J. D. Brown, Jr.</th>
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<tbody>
<tr>
<td>W. Palmer</td>
<td>L. H. Rittenhouse</td>
</tr>
</tbody>
</table>
Schools Participating

DeLancey School
Episcopal Academy
Friends' Central School
Germantown Academy
Haverford School
Lawrenceville School
Mercersburg Academy
Moorestown Friends' School
Newark Academy
Pennington School
Radnor High School
St. Luke's School
Tome School
Wilmington Friends' School
Interscholastic Meet

Horizontal Bar—First, A. P. Bradley, Tome; second, J. B. Wiss, Newark; third, Allsopp, Mercersburg.

Side Horse—First, B. E. Goldberg, Newark; second, Hagert, Episcopal; third, W. S. Sloss, Moorestown Friends.

Club Swinging—First, Keffer, Episcopal; second, Poole, Episcopal; third, W. S. Schwabacher, Newark.

Parallel Bars—First, J. B. Wiss, Newark; second, A. P. Bradley, Tome; third, Allsopp, Mercersburg.


Tumbling—First, J. B. Wiss, Newark; second, E. Wester, Newark; third, E. Jeffreys, Episcopal.

Rope Climb—First, W. E. Gerber, Lawrenceville; second, E. Wester, Newark; third, Allsopp, Mercersburg.

High Jump—First, C. Thibault, Haverford; second, Warren DeLancey; third, W. P. Quinn, Lawrenceville. Height 5ft. 7 in.


200-Yard Dash—First, Robinson, Mercersburg; second, Williams, Germantown; third, Gould, Episcopal. Time, 21.2 seconds.
Athletic Spring Opening, 1913

Tug of War
Won by Sophomores: Second, Seniors.

Swimming
Relays
First, Seniors: Thomas, Diamond, Crosman, Howson.

Fancy Diving
First, Crosman, '13.
Second, Waples, '14.
Third, Dodge, '15.

Three Lap Race
First, Howson, '13.
Second, Crosman, '13.
A feature of Haverford athletic life for the past two years has been the Grand Opening Spring Day when alumni have been invited out in the afternoon to indulge in cricket, soccer, and other athletics, take dinner with the men in the regular college dining hall, and then adjourn to the gymnasium for interclass tug-of-war, boxing and wrestling competitions, and swimming and diving contests.

In spite of the inclement weather, a large alumni representation was out this year, and we expect this to be an event of increasing importance in the future of Haverford athletics.
Track Department 1913

Jos. Tatnall, '13—Manager
H. W. Taylor and J. P. Green, '14—Assistant Managers
F. M. Froelicher, '13—Captain
Track Team 1913

F. M. Froelicher, '13—Captain
P. H. Brown, '13    W. G. Bowerman, '14
F. M. Froelicher, '13    C. W. Edgerton, '14
P. C. Gifford, '13    E. M. Jones, '14
W. C. Longstreth, '13    G. V. Hallett Jr., '15
O. M. Porter, '13    B. L. Corson, '16
L. R. Thomas, '13    P. A. Hunter, '16
J. V. van Sickle, '13    E. R. Moon, '16

E. Shaeffer, '15

Relay Carnival, Franklin Field

Haverford College Relay Team

L. R. Thomas, '13 (Capt.)    E. M. Jones, '14
P. H. Brown, '13    W. Bray, '16

Johns Hopkins, First.
Haverford, Second.
Lafayette, Third.

Time, 3 min. 30 2-5 sec.
The Walton Prize Cup

Presented by Mr. Ernest F. Walton, of the Class of 1890, for the encouragement of individual athletic work, and to be awarded annually to the student who wins the highest total of points in athletic competition during the college year, and subject to the following conditions:

1. The athletic events accepted shall be those of the annual interclass athletic meeting, the sophomore-freshman athletic sports, the Pennsylvania relay carnival, the annual Princeton handicap games, and the I. C. A. A. A. A. meeting. Additional events may be accepted at the discretion of the committee of award. (Dual college meets now included.)

2. Points shall count as follows:

   Interclass Athletic Meeting—Five, three and one for first, second and third places.
   Sophomore-Freshman Sports—Three, two and one for first, second and third places.
   Dual College Meets—Five, three and one for first, second and third places.
   Pennsylvania Relay Carnival—Five or three points for each member of the team winning first or second place.
   Princeton Handicap Meeting—Ten, six and two for first, second and third places.
   I. C. A. A. A. Meeting—Twenty, fifteen, ten and five points for first, second, third and fourth places, respectively.

3. The athletic sub-committee of the general advisory athletic committee of the alumni and students shall constitute the committee of award.

4. The winner of the Cup shall hold the same for one year and his name with total points won shall be inscribed upon it.

5. The Cup shall be returned to the athletic director immediately after the Intercollegiate Meeting (I. C. A. A. A.), and shall be re-awarded within the two weeks following the same meeting.

6. The conditions above outlined may be modified at the unanimous wish of the joint student and alumni committee, with the consent of the donor.
## Holders of the Walton Prize Cup

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Prize</th>
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<tr>
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<td>J. W. Reeder</td>
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<td>1902</td>
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<td>1903</td>
<td>T. K. Brown, Jr.</td>
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<td>1904</td>
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<td>45</td>
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<td>77</td>
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<td>1907</td>
<td>Walter Palmer</td>
<td>62</td>
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<td>1908</td>
<td>Walter Palmer</td>
<td>66</td>
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<td>1909</td>
<td>G. S. Bard</td>
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<td>1910</td>
<td>Walter Palmer</td>
<td>60</td>
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<td>1911</td>
<td>F. M. Froelicher</td>
<td>67\frac{1}{2}</td>
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<td>F. M. Froelicher</td>
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<tr>
<td>1913</td>
<td>F. M. Froelicher</td>
<td>66\frac{1}{2}</td>
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</tbody>
</table>
Lehigh—Haverford

100-YARD DASH—Won by Brown, Haverford; Bickley, Lehigh, second. Time, 10 3-5 second.

220-YARD DASH—Thomas, Haverford, and Morse, Lehigh, tied for first. Time, 22 4-5 seconds (new record).

220-YARD HURDLES—Won by Murphy, Lehigh; Raine, Lehigh, and Gifford, Haverford, tied for second. 27 2-5 seconds.

120-YARD HURDLES—Won by Murphy, Lehigh; Raine, Lehigh, second. Time, 17 2-5 seconds.

HALF-MILE RUN—Won by Burke, Lehigh; Jones, Haverford, second. Time, 2 minutes 3 4-5 seconds (track record).

440-YARD DASH—Won by Brown, Haverford; Burke, Lehigh, second. Time 51 3-5 seconds.

TWO-MILE RUN—Won by Davies, Lehigh; Burns, Lehigh, second. Time, 10.34 3-5.

ONE-MILE RUN—Won by Mickel, Lehigh; Burns, Lehigh, second. Time, 4.50 4-5.

SHOT PUT—Won by Froelicher, Haverford; Bailey, Lehigh, second. Distance, 34 feet 2 inches.

POLE VAULT—Won by Porter, Haverford; Hunter, Haverford, second. Height, 10 feet 8 inches.

HIGH JUMP—Tied by Hallet, Haverford; Froelicher, Haverford. Height, 5 feet 1 1-7.

DISCUS THROW—Won by Bailey, Lehigh; Hoban, Lehigh, second. Distance, 112 feet 4 inches.

HAMMER THROW—Won by Bailey, Lehigh; Grumbach, Lehigh, second. Distance, 109 feet 6-10 inch.

BROAD JUMP—Won by Sproul, Lehigh; Greene, Lehigh, second. Distance, 20 feet 9 inches.

Score.

Lehigh .................................................. 72 1/2
Haverford .............................................. 39 1/2
New York University—Haverford

100-YARD DASH—First, Manly, N. Y. U.; second, Thomas, Haverford. Time, 10.3.

220-YARD DASH—First, Brown, Haverford; second, Thomas, Haverford. Time, 22.4.


880-YARD DASH—Dead heat between Jones, Haverford, and Lent, N. Y. U. Time, 2.54.


TWO-MILE RUN—First, Bowerman, Haverford; second, Ball, N. Y. U. Time, 11.45.


SHOT PUT—First, Froelicher, Haverford; second, McLaughlin, N. Y. U. Distance, 38 ft. 10 in.

HIGH JUMP—First, Hallett, Haverford; Froelicher, Haverford, and McLaughlin, N. Y. U., tied for second. Height, 5 ft. 7 1-2 in.

HAMMER THROW—First, McLaughlin, N. Y. U.; second, O'Donnell, N. Y. U. Distance, 101 ft. 8 in.

POLE VAULT—Porter, Haverford, and Hunter, Haverford, tied for first. Height, 9 ft.

BROAD JUMP—First, Nichthower, N. Y. U.; Longstreth, Haverford. Distance, 19 ft. 4 in.

Score.

Haverford ............................................. 63

New York University ............................... 41
Swarthmore—Haverford

100-Yard Dash—First, Thomas, Haverford; second, Brown, Haverford. Time, 10 4-5 seconds.
440-Yard Dash—First, Melich, Swarthmore; second, Brown, Haverford. Time, 51 3-5 seconds.
Two-Mile Run—Frorer, Swarthmore, first; Bowerman, Haverford, second. Time, 10 minutes 57 4-5 seconds.
220-Yard Hurdles—Gowdy, Swarthmore, first; Schoch, Swarthmore, second. Time, 26 4-5 seconds.
Shot Put—Froelicher, Haverford, first; Hunter, Swarthmore, second. Distance, 39 feet 6\(\frac{1}{2}\) inches.
One-Mile Run—Van Sickle, Haverford, first; Darlington, Swarthmore, second. Time, 4 minutes 54 4-5 seconds.
High Jump—Tie, Froelicher and Hallett, Haverford. Height, 5 feet 6\(\frac{1}{2}\) inches.
Hammer Throw—Hunter, Swarthmore, first; Froelicher, Haverford, second. Distance, 109 feet 10 inches.
Pole Vault—Porter, Haverford, first; Hunter, Haverford, second. Height 10 feet 10 inches.
Broad Jump—Gowdy, Swarthmore, first; Froelicher, Haverford, second. Distance, 21 feet 10\(\frac{1}{2}\) inches.
120-Yard High Hurdles—Gowdy, Swarthmore, first; Melich, Swarthmore, second. Time, 16 3-5 seconds.
Half-Mile Run—Jones, Haverford, first; Schloss, Swarthmore, second. Time, 2 minutes 7 1-5 seconds.

Score

Haverford .................... 57\(\frac{1}{2}\)
Swarthmore ................... 46\(\frac{1}{2}\)
<table>
<thead>
<tr>
<th>Event</th>
<th>Time or Distance</th>
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<tbody>
<tr>
<td>*100-Yard Dash</td>
<td></td>
<td>W. M. McConnell, '13</td>
<td>*1910</td>
</tr>
<tr>
<td>220-Yard Dash</td>
<td>22 1-5 sec</td>
<td>L. R. Thomas, '13</td>
<td>1912</td>
</tr>
<tr>
<td>440-Yard Dash</td>
<td>50 1-5 sec</td>
<td>W. Palmer, '10</td>
<td>1910</td>
</tr>
<tr>
<td>Half-Mile</td>
<td>2 m. 3 4-5 sec</td>
<td>E. C. Tatnall, '07</td>
<td>1905</td>
</tr>
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<td>Mile</td>
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<td>Low Hurdles</td>
<td>26 sec</td>
<td>W. Palmer, '10</td>
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<td>21 ft. 8 in</td>
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<td>1912</td>
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<tr>
<td>High Jump</td>
<td>6 ft. in 1</td>
<td>E. B. Conklin, '99</td>
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<td>Discus</td>
<td>101 ft. 5 in</td>
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<td>Pole Vault</td>
<td>10 ft. 10 in</td>
<td>O. M. Porter, '13</td>
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* Equaled by L. R. Thomas, '13, 1911.
Wearers of Track "H"

P. H. Brown, '13
J. van Sickle, '13
P. C. Gifford, '13
W. S. Crowder, '13
H. V. Nicholson, '13
L. R. Thomas, '13
F. M. Froelicher, '13
O. M. Porter, '13
J. P. Green, '14
E. M. Jones, '14
W. G. Bowerman, '14
G. H. Hallett, Jr., '15

Track Numerals Awarded To

McKinley
Nitobe

Green
T. Elkinton

Van Sickle
Tennis Department

J. V. van Sickle, Manager

Team

J. van Sickle, '13
W. S. Crowder, '13
J. W. Gummere, '15

J. Carey, '16
W. M. Allen, '16
G. H. Hallett, Jr., '15
Schedule—1913

Tuesday, May 6—Lehigh, away.
   Wednesday, May 14—Swarthmore, here.
   Friday, May 16—Penn. State, here.
   Monday, May 19—Michigan, here.
   Thursday, May 22—Johns Hopkins, away.

Haverford—Lehigh

Singles.
Turnbull, Lehigh, defeated Carey, Haverford, 6–1, 1–6, 6–2.
Carpenter, Lehigh, defeated Hallett, Haverford, 6–2, 6–3.
Douglas, Lehigh, defeated van Sickle, Haverford, 4–6, 7–5, 6–3.
Allen, Haverford, defeated Sheppard, Lehigh, 7–5, 6–3.

Doubles.
Turnbull and Carpenter, Lehigh, defeated Carey and van Sickle, Haverford, 6–2, 6–4.
Hallett and Allen, Haverford, defeated Sheppard and Douglass, Lehigh, 1–6, 7–5, 6–4.

Score.
Lehigh.................................................. 6
Haverford........................................... 0
Haverford—Swarthmore

**Singles.**
Carey, Haverford, won from Ayres, Swarthmore, 6–2, 6–4.
Cox, Swarthmore, won from Gummere, Haverford, 6–2, 6–2.
Allen, Haverford, won from Carpenter, Swarthmore, 15–13, 6–1.
Crowder, Haverford, won from Webb, Swarthmore, 6–2, 5–7, 6–4.

**Doubles.**
Gummere and Carey, Haverford, won from Ayres and Cox, Swarthmore, 6–2, 2–6, 6–2.
Carpenter and Webb, Swarthmore, won from Allen and Crowder, Haverford, 7–5, 6–2.

**Score.**

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Haverford—Michigan

**Singles.**
Andrews, Michigan, won from van Sickle, Haverford, 6–1, 8–6.
Hall, Michigan, won from Allen, Haverford, 6–1, 4–6, 6–3.
Randall, Michigan, won from Carey, Haverford, 6–8, 6–1, 7–5.
Wilson, Michigan, won from Hallett, Haverford, 6–0, 6–2.

**Doubles.**
Andrews and Hall, Michigan, won from van Sickle, and Hallett, Haverford, 6–4, 6–2.
Wilson and Randall, Michigan, won from Allen and Carey, Haverford, 8–6, 6–1.

**Score.**

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Cricket Department

N. H. Taylor, '13—Manager
E. Rice, Jr., '14, and G. V. Downing, '14—Asst. Managers
J. K. Garrigues, '14—Captain
George Bennett—Coach

Ground Committee
J. K. Garrigues, '14          S. E. Stokes, '14
N. H. Taylor, '13            L. R. Thomas, '13
Cricket Schedule, 1913

First Eleven

May 10—Philadelphia, away.

May 14—British Americans, home.

May 17—Germantown, home?

May 22—U. of P., at Merion Cricket Club.

May 24—Interscholastics, home.

May 30—New York Veterans, home.

May 31—U. of P., at Belmont.

June 7—U. of P., home.

June 14—New York Veterans, away.

June 16—Montreal C. C.

June 17—McGill University.

June 19—Ottawa C. C.

June 21—Rosedale C. C.

June 23—Upper Canada College.

June 25—Toronto C. C.

June 26—Hamilton C. C.
### Cope Prize Bat

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## Congdon Prize Ball

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*Haverford College.*
### Haverford—Philadelphia Cricket Club

**Philadelphia Cricket Club**

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### Haverford

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<th>Player</th>
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<tr>
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<td>30</td>
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<tr>
<td>Wendell, c Hunter, b Graham</td>
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<tr>
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<td>Garrigues, b Cartwright</td>
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<tr>
<td>Ellison, not out.</td>
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<tr>
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<tr>
<td>Coleman, c J. Graham, b Hunter</td>
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<tr>
<td>Rice, 1 b w, b Leroy.</td>
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<tr>
<td>Carey, c Graham, b Hunter</td>
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## Bowling Analysis

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Haverford—Alumni

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<td>R. E. Pearson, '05, b Brinton</td>
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<td>A. Scattergood, '98, b Garrigues</td>
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<td>R. M. Gummere, '02, b Garrigues</td>
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<td>E. A. Edwards, '08, not out</td>
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<td>E. David, '10, b Maule</td>
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Haverford

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<tr>
<td>Webb, b Furness</td>
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<td>E. Stokes, c Furness, b Sharpless</td>
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<td>E. Crosman, c Gummere, b Morris</td>
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<td>Maule, b Sharpless</td>
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<td>C. Crosman, c Lowry, b Sharpless</td>
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<td>Carey, c Morris, b Sharpless</td>
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<td>Ellison, b Sharpless</td>
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<td>J. Stokes, c Sharpless, b Furness</td>
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<td>Downing, not out</td>
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### Bowling Analysis

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Haverford 1st XI—Haverford 2d XV

Haverford 1st XI

Brinton, c Kirk, b Coleman .......................... 8
E. Crosman, b Coleman .......................... 16
Webb, b Garrigues .......................... 3
C. Crosman, c Gummere, b Coleman .......... 0
J. Carey, c Gummere, b Downing .......... 15
Maule, b Thomas .......................... 27
E. Stokes, c Gummere, b H. Howning ...... 17
Wendell, b Downing .......................... 3
Ellison, c Thomas, b Downing .............. 2
Rice, run out .......................... 1
J. Stokes, c H. Downing, b Downing ...... 1
J. Garrigues, not out ......................... 8
Extras .................................. 8

Total .................................. 109

Haverford 2d XV

G. Downing, b Brinton .......................... 11
G. Carey, b Maule .......................... 10
H. Downing, st Crosman, b Brinton ...... 0
Young, c Rice, b Maule ..................... 0
R. M. Gummere, b Brinton ................. 2
Bennett, c Wendell, b Maule ............... 3
L. R. Thomas, b Maule ..................... 5
Miller, b Maule .......................... 1
Longstreth, b Brinton ......................... 4
Coleman, st Crosman, b Brinton .......... 19
Sharpless, c Ellison, b Maule ............. 1
A. Garrigues, b Brinton .................... 0
Kirk, b Maule .......................... 2
Baily, b Maule .......................... 0
Green, b Maule .......................... 2
H. Taylor, not out ......................... 3
Extras .................................. 1

Totals .................................. 64
### Bowling Analysis

#### Haverford 1st XI

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<td>H. Downing</td>
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<td>L. R. Thomas</td>
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Haverford—New York Veterans

At Haverford

Haverford

Brinton, c Macpherson, b Kelly ........................................ 42
S. E. Stokes, run out ....................................................... 29
E. N. Crosman, b Commache .............................................. 1
D. C. Wendell, c Street, b Kelly ......................................... 17
J. K. Garrigues, c, b Kelly ............................................... 0
J. Ellison, b Hoskins ....................................................... 0
J. K. Garrigues, b Hoskins ............................................... 6
J. Cary, c Kaye, b Hoskins ............................................... 5
E. Rice, b Hoskins ........................................................... 1
J. S. Stokes, not out ....................................................... 1
E. Maule, b Kelly ............................................................ 7
Extras ................................................................. 10

Total ................................................................. 119

Veterans

G. Macpherson, c Ellison, b Maule .................................... 2
G. W. Hayman, c Garrigues, b Brinton ................................ 8
A. Hoskins, b Maule ....................................................... 12
L. Commache, b Garrigues .............................................. 46
S. B. Standfast, c J. Stokes, b Maule ................................ 1
K. L. Street, c C. Crosman, b Maule ................................ 6
W. J. Hopton, b Brinton ................................................... 11
F. F. Kelly, c Wendell, b J. Stokes ................................... 18
J. S. Britz, b Brinton ...................................................... 19
R. J. Danby, st E. Crosman, b Garrigues ................................ 12
F. C. Kaye, not out ....................................................... 2
Extras ................................................................. 4

Total ................................................................. 141
**Bowling Analysis**

**Haverford**

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**New York Veterans**

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<td>Commache</td>
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# Haverford—Interscholastic League

At Haverford

**All-Scholastic**

**First Innings**

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<td>19</td>
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<tr>
<td>J. A. Morrison, c Brinton, b Garrigues</td>
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</tr>
<tr>
<td>C. V. Vischer, c Brinton, b Garrigues</td>
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<td>4</td>
</tr>
<tr>
<td>H. P. Melcher, c Brinton, b Maule</td>
<td>4</td>
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<tr>
<td>W. K. Beard, b Maule</td>
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<td>0</td>
</tr>
<tr>
<td>J. M. Clark, b S. E. Stokes</td>
<td>15</td>
<td>15</td>
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<tr>
<td>R. E. Beard, c E. N. Crosman, b Brinton</td>
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<tr>
<td>C. Wooley, b S. E. Stokes</td>
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<td>J. F. Spencer, b S. E. Stokes</td>
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<tr>
<td>K. Bolling, b Brinton</td>
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<tr>
<td>F. G. Tatnall, not out</td>
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<td>H. W. Middleton, Jr., b Brinton</td>
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<td>T. Moorhead, b Wendell</td>
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**Haverford**

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<td>E. N. Crosman, b Clothier</td>
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<tr>
<td>D. C. Wendell, b Beard.</td>
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<td>5</td>
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<tr>
<td>J. Cary, c Morrison, b Spencer</td>
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<td>52</td>
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<td>J. K. Garrigues, c Moorhead, b Vischer</td>
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<td>J. Ellison, c Melcher, b Beard</td>
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<td>E. Rice, run out</td>
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<td>E. R. Maule, not out</td>
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<tr>
<td>J. S. Stokes, Jr., b Clothier</td>
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**Bowling Analysis**

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<td>2</td>
<td>18</td>
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<td>J. Stokes</td>
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Haverford—British Americans

At Haverford

British Americans

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<tr>
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<tr>
<td>Pike, st E. Crosman, b Brinton</td>
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<tr>
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<tr>
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<tr>
<td>Raven, run out.</td>
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<tr>
<td>Riggs, b J. Stokes.</td>
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Total: 111

Haverford

<table>
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<tr>
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<tr>
<td>Garrigues (Capt.), b Brooking</td>
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<td>Maule, c Lane, b Brooking</td>
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<td>Rice, not out.</td>
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Total: 221
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Haverford—Germantown British Americans

Haverford College

Brinton, c Lentz, b Hurford ........................................ 21
Webb, run out .................................................. 1
C. H. Crosman, c Brookins, b White .......................... 3
L. Thomas, c Lentz, b Lane ..................................... 2
E. Crosman, c Lentz, b Brookins ................................. 16
Bennett, b White .................................................. 14
E. Rice, b Lane .................................................. 1
Ellison, run out ................................................... 3
J. Stokes, b Greenhald ........................................... 9
Maule, not out ..................................................... 17
Wendell, c Lentz, b Brookins .................................. 2
Extras .......................................................... 2

Totals .......................................................... 91

Germantown British-Americans

E. Guest, b Brinton ................................................. 10
W. White, b Maule ................................................ 11
S. Greenhald, run out ........................................... 4
Brookins, c, b Brinton ........................................... 13
A. Green, not out .................................................. 2
C. Hurford, b Brinton ............................................. 1
F. Hargraves, b Brinton .......................................... 0
B. Guest, b Maule ................................................ 2
M. Lane, run out ................................................... 0
J. Hargraves, c, b Stokes ........................................ 22
N. Lentz, b Brinton ................................................. 0
Extras .......................................................... 5

Totals .......................................................... 70
## Bowling Analysis

### Haverford

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### Germantown British-Americans

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<td>Greenhald</td>
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The Athletic Cabinet

Purpose.

This group is selected from representative men in College, partly by appointment and partly by election and is organized (a) for conference upon important college athletic affairs, (b) for taking the initiative in important college innovations, and (c) for bringing into harmonious cooperation the various college athletic organizations. It shall act as college host to visiting alumni whenever opportunity presents, and shall investigate school conditions and, as far as consistent, influence school boys toward Haverford. It shall in no way influence college politics nor administer athletic finances, and shall act in advisory rather than executive capacity.

Membership.

Its members shall consist of ten members, five of whom shall be the captains of the Football, Gymnasium, Soccer, Athletic, and Cricket teams respectively. Three members shall be elected each year by ballot of the retiring cabinet and the two remaining members named by the chairman (ex-officio), Dr. Babbitt. Election shall be regardless of class or other College membership.

The membership for 1912-1913 is as follows:

W. C. Longstreth N. F. Hall
L. R. Thomas F. M. Froelicher
J. Tatnall P. C. Gifford
L. V. H. Thomas H. W. Taylor
E. R. Rice D. B. van Hollen

Dr. James A. Babbitt, ex-officio

Meetings.

Meetings shall be held upon the first Tuesday evening of each month upon the invitation of the ex-officio host, although special date may be changed upon special occasion, when conflicting with other College appointments.

Special sessions may be arranged as need requires.
Officers.

Officers shall consist of a President and Secretary elected at the first meeting of the year. These two, with the Chairman *ex-officio*, shall constitute the Executive Committee.

Special Functions.

The Cabinet shall direct the various interscholastic meetings at the College when so desired; shall always be ready to assist at alumni gatherings at the College, and shall act as host at an annual gathering of “Cabinet Alumni” held during May.
Proceedings

of the

Fifty-seventh Annual Meeting

of the

Alumni Association

of

Haverford College

Held in the Auditorium of the Haverford Union,

June 13, 1913.
OFFICERS ELECTED AT THE ANNUAL MEETING
JUNE 13, 1913

President
Henry Cope, '69

Vice-Presidents
Alexander P. Corbit, '80
Henry H. Goddard, '87
Roswell C. McCrea, '97

Executive Committee
Albert L. Baily, '78
Lawrence J. Morris, '89
W. Nelson L. West, '92
Francis R. Strawbridge, '98
William W. Justice, Jr., 1900
John L. Scull, '05
W. Church Longstreth, '13

Treasurer
Emmett R. Tatnall, '07

Secretary
Joseph H. Haines, '98
THE Fifty-seventh Annual Meeting of the Alumni Association of Haverford College was held on Friday, June 13, 1913, in the Auditorium of the Haverford Union. The meeting was called to order about 6.30 by the President, Parker S. Williams, '94, who presided.

On motion, duly seconded and carried, the roll call was omitted and the reading of the minutes, which had already been printed, was dispensed with.

The following report of the Executive Committee was read:

REPORT OF EXECUTIVE COMMITTEE

To the Alumni Association of Haverford College:

Your Executive Committee respectfully reports as follows:

The regular duties of the Committee have received attention as usual, five full meetings of the Committee having been held during the year.

The twenty-sixth annual dinner of the Association was held at the Bellevue-Stratford Hotel on Saturday evening, January 25, 1913, and was attended by 225 persons—the largest number, we believe, who have ever assembled for this purpose.

The dinner was made the occasion of an appreciation of, and a tribute to, the services which President Sharpless has rendered the College, its students and Alumni, during his twenty-five years as President. A special committee was appointed to consider and plan for this celebration
and, working in conjunction with the dinner committee, arranged for the purchase and housing of a library on The Settlement and History of Pennsylvania, a subject especially interesting to President Sharpless, and also a complete set of fishing tackle, in which we believe the President is almost equally interested. The presentation of these gifts from the Alumni and the addresses united to make this a historic and notable occasion in the annals of the College.

The Association is indebted for addresses to the following speakers, all of whom, it will be noted, are Haverfordians: President Sharpless; Professor Ernest W. Brown, of Yale; Walter Brinton, '81; William W. Justice, Jr., 1900; William Draper Lewis, '88; David J. Reinhardt, '89; and to Parker S. Williams, '94, who presided.

The thanks of the Association are due to the special committee in charge of the dinner and particularly to their chairman, J. S. Stokes, '89, who spent no small portion of time and thought on all its details and to whom we are largely indebted for its success.

As usual the subscription of $3.50 per plate was not sufficient to meet the expenses of the dinner and a deficit of $109.13 has been met out of the general funds of the Association.

The Committee again employed a stenographer to report the addresses, which have since been published in the April number of the College Bulletin.

In accordance with the recommendation of last year's Committee the Bellevue-Stratford has been engaged for the last Saturday in January 1914, i. e., January 31st, for the next annual dinner. And next year's Committee is recommended to do the same for 1915.
The arrangements for Alumni Day were placed in the hands of a special committee, of whose labors you are now in a position to judge.

The policy adopted last year of requesting every member of the Association to contribute to its funds and suggesting a scale of subscriptions proved so satisfactory that it was decided to continue it. Hereafter, therefore, the Treasurer's appeals for funds will be sent out with the notices of Alumni Day.

During the year the Treasurer, A. G. Scattergood, presented his resignation to the Committee and in his letter recommended that the new Treasurer take office before the subscriptions begin to come in, and also that the fiscal year of the Association be closed at the same time. Your Committee agreed with his recommendations, accepted his resignation, to take effect May 31st, and after consultation with the Committee to Nominate Officers appointed Emmett R. Tatnall, 1907, to fill the unexpired term. The Treasurer’s account, therefore, has been closed as of May 31st, and his report will cover only to that time. Your Committee recommends that in the future the fiscal year of the Association begin June 1st.

In accordance with the report of the special committee submitted last year your Committee has attempted to formulate and carry out a plan for visiting the College and keeping in closer touch with the undergraduates, the details of which have been published in the College Bulletin. These visits have been very pleasant to the visiting Alumni, the courtesy of the undergraduates, their desire to know the point of view of the Alumni and to cooperate with them being very apparent.

We believe that these visits serve a useful purpose
and hope that next year the Committee may be enlarged as originally intended, so that more of the Alumni may be informed of the condition of the College and also that the influence of the Alumni may reach more of the undergraduates.

The further recommendation of the special committee to consider taking over the College Bulletin as an Alumni publication was carefully considered by a small committee, and it was determined, with the permission of the College authorities, to issue two or more numbers in addition to the general midsummer Alumni number of this publication as Alumni numbers. Dr. R. M. Gummere has been secured as editor for these numbers, the first of which appeared in December and the second in April. For the present we recommend the continuance of this plan.

The recommendation made at the last annual meeting by Edward Y. Hartshorne, '81, to have a representative of the Alumni Association on the Board of Managers of the College was carefully considered by your Committee. In view of the fact that at present twenty-two out of twenty-seven Managers are former students, we do not recommend any action by the Association.

Chairmen of all committees have been requested to prepare reports for this meeting.

The deaths of the following matriculates have come to the notice of the Secretary during the past year:

Albert K. Smiley, '49 .................. December 2, 1912
Franklin B. Levis, '53 .................. April 9, 1913
Bartholomew W. Beesley, '56 ................. 1911
William Congdon, Jr., '56 ................. December 23, 1907
For the Committee,

Joseph H. Haines, Secretary.

On motion, duly seconded and carried, the report was accepted, the recommendation of the Committee in regard to the closing of the fiscal year May 31st adopted, and the further recommendations in regard to the date of the annual dinner in 1915 and the Visiting Committee referred to the incoming Executive Committee.

The Committee to Nominate Members to the Association presented the following names:

William W. Raub, '12.

On motion, duly seconded and carried, the Secretary was instructed to cast an affirmative ballot for the election to membership of these gentlemen, and their election was thereupon announced.
The Treasurer then reported as follows:

**TREASURER'S REPORT**

A. G. Scattergood, Treasurer, in Account with Alumni Association of Haverford College, June 12, 1912, to May 31, 1913.

**Dr.**

To balance from last account ........................................... $587.98

To Annual Subscriptions:

1 for 1910 ................................................................. $1.00
1 for 1911 ................................................................. 1.00
132 for 1912 .............................................................. 553.00

Total ................................................................. $555.00

To 31 contributions to defray cost of album of photographs of Senior Classes .......... 285.50

Interest on deposits .................................................. 9.07

Total ................................................................. 849.57

**Cr.**

$1,437.55

By Alumni Day, 1912:

Supper ................................................................. $581.00
Campus Club Tea ...................................................... 75.00
Band ................................................................. 90.34

Total ................................................................. $746.34

Postage and distributing 1,175 copies of Alumni number of College Bulletin .......... 61.75

Editorial work on two additional Alumni numbers of College Bulletin ............... 100.00

Deficit on Midwinter Dinner ........................................... 109.13

Books for prize for Oratory, 1912 ................................... 46.00

Lettering tablet for Cricket Pavilion ................................ 3.00

Cost of album of photographs of Senior Classes ..................................... 285.50

Sundry printing, stenography, etc .................................... 8.26

Total ................................................................. $1,359.98

Balance ........................................................................ 77.57

Examined and found correct: $1,437.55

M. Albert Linton, John W. Cadbury, Jr., Auditing Committee.

Philadelphia, June 3, 1913.
On motion, duly seconded and carried, the Treasurer's report was accepted.

The following report of the Committee to Nominate Officers and an Executive Committee was then presented:

**REPORT OF COMMITTEE TO NOMINATE OFFICERS**

*To the Alumni Association of Haverford College:*

The Committee appointed for making nominations for officers and members of the Executive Committee for the ensuing year, held a meeting on June 5, 1913, and suggest the following gentlemen as nominees:

For President, one to be elected:

Henry Cope, '69.

For Vice-President, three to be elected:

Alexander P. Corbit, '80.
Henry H. Goddard, '87.
Roswell C. McCrea, '97.

For the Executive Committee, seven to be elected:

Albert L. Baily, '78.
Lawrence J. Morris, '89.
W. Nelson L. West, '92.
Francis R. Strawbridge, '98.
William W. Justice, Jr., 1900.
John L. Scull, '05.
W. Church Longstreth, '13.
The Committee also recommend for re-election, the following gentlemen:

For Treasurer, Emmett R. Tatnall, '07.
For Secretary, Joseph H. Haines, '98.

Respectfully submitted,

Committee on Nominations,

Thomas Evans, Chairman.
Alfred C. Maule, Secretary.

On motion, duly seconded and carried, the report of the Nominating Committee was accepted, and the nominations approved by a viva voce vote, thus in accordance with the Constitution electing these gentlemen to the offices for which they were respectively nominated.

The Chairman of the Committee on Athletics presented the following report:

REPORT OF ATHLETIC COMMITTEE

Cricket.

The First Eleven played seven games: Won three, lost three, and one drawn.

The Second Eleven played five games: Won two and lost three.

The Third Eleven played five games: Won three and lost two.

There were three games with the University of Pennsylvania in the Intercollegiate series, only one of which was won by Haverford.
A Canadian trip is scheduled starting with a match in New York on Saturday, June 14th, with games in Montreal, Hamilton and Toronto, with local and college Elevens. The Eleven should give a "good account" of itself, and needed stimulus and educational features will be forthcoming.

**Football.**

A certain strenuous preacher on morals and pastimes, and an ex-President, says that college sports and battles should be entered into with spirit and abandon, just as though one "carried an extra neck in his pocket." Our Football Squad always does this, and our players are courageous, strenuous, well trained, and know how to take defeat.

The following are the games and scores:

Oct. 5. Haverford . . . . 14  Delaware . . . . 0 at Haverford.
Oct. 12. Haverford . . . . 9  Stevens . . . . 0 at Haverford.
Oct. 19. Haverford . . . . 0  Lehigh . . . . 55 at South Bethlehem.
Nov. 2. Haverford . . . . 0  St. Johns . . . . 13 at Haverford.
Nov. 9. Haverford . . . . 0  Trinity . . . . 32 at Hartford, Conn.
Nov. 16. Haverford . . . . 0  Rutgers . . . . 18 at Haverford.
Nov. 23. Haverford . . . . 7  Carnegie . . . . 14 at Pittsburgh.

**Soccer.**

There were played thirteen games by First Eleven: eight victories, two defeats and three ties. The Inter-collegiate matches resulted in a defeat by Harvard, tie games with Princeton, Penn State, and victories over Yale, Columbia, Pennsylvania and Cornell. Harvard won the championship; Haverford, second.
In addition to this the Second Team played thirteen games, with eight victories, two defeats and three ties. The Third Team played eight games, and in the class games the championship was won by 1914.

Track.

Seventeen men made up the track team which developed into a really well-balanced and highly creditable aggregation. In meets with Lehigh they were defeated 72½ to 39½; with New York University they won 63 to 41; with Swarthmore they won 57½ to 46½.

College records were made in the Pole Vault by Porter, 1913, who cleared the bar at 10 feet 10 inches, and by Edgerton, 1914, in the Discus Throw.

Gymnasium.

From December 17th to March 28th there were held the various Gymnasium events: Haverford defeating Columbia 28 to 26, and losing to Pennsylvania 30 to 24, and to Amherst 34 to 20.

Plans for Athletic Fields, Etc.

In our report last year we urged the adoption of a plan looking to the future requirements of our athletic fields, and upon Dr. Babbitt's further supplementing this idea, the meeting passed a resolution that the Alumni Athletic Committee in conjunction with the Committee of the Class of 1912, give consideration to this subject. Such consideration was given by a committee of twenty-five, and by special committees in consultation with President Sharpless and Dr. Babbitt, it was decided to
build a new Soccer Field adjoining Walton Field, and plans for a suitable stand on Walton Field were adopted, and contracts made for construction of same during the summer.

A committee was appointed to collect funds for these purposes, and further funds for improvements to the track, and to Walton Field, and repairs to the cricket shed and driveway extensions to approach athletic fields.

It is pleasing to note that the College has accepted the generous offer of Horace E. Smith to erect the spectator's stand as a memorial to his brother, Walter E. Smith.

The Soccer Field is about finished. Plans are laid for changing the running track to an exact quarter mile. The new track also contemplates a 220-yard straight-away course, all of which when completed will give Haverford the very finest track in America.

The thanks of the Committee are especially due to Oscar M. Chase for designing the track and field changes on Walton Field. Athletic authorities at University of Pennsylvania, Princeton and Yale have pronounced them "perfect."

Funds already in hand, and preliminary reports of the class collectors, lead us to believe that the needed funds for all these projects will be collected in due time.

Respectfully submitted,

JOSEPH W. SHARP, JR., Chairman.

On motion, duly seconded and carried, this report was accepted.
The following report of the Committee on the Oratorical Prize was then read:

**REPORT OF COMMITTEE ON ALUMNI ORATORICAL PRIZE**

*To the Alumni Association of Haverford College:*

The Committee on the Alumni Oratorical Prize respectfully reports:

The annual contest for the Alumni Prize in Oratory was held in the Auditorium of the Haverford Union on Wednesday evening, May 21, 1913, following the contest in extemporaneous speaking for the Everett Medal.

The following members of the Committee were present: Messrs. Walter Brinton, Alfred Percival Smith, Louis J. Palmer, Harold Evans and the Chairman.

Messrs. B. Gordon Bromley, S. Burns Weston and A. R. Montgomery acted as judges, and the committee and the judges were entertained at dinner at the College.

The contestants all agreed to discuss the same subject in their orations this year, and the subject selected was "Woman Suffrage." The contestants were as follows:

Harold Schaeffer Miller, Philadelphia, Class 1914.
George Montgomery, Philadelphia, Class 1913.
Harry Offerman, Philadelphia, Class 1914.
Oliver Moore Porter, Philadelphia, Class 1913.
Carroll Dunham Champlin, Towanda, Pa., Class 1914.
John Brooks Woosley, North Carolina, Class 1913.

Mr. Bromley announced the unanimous decision of the judges awarding the prize to Oliver Moore Porter.
The Committee is gratified to report that there was a larger audience than for a number of years, and that a high standard of work was shown throughout the contest. It was a matter of regret to the Committee that Professor Hancock, to whom the credit for this result should be given, was unable to be present on account of ill health. The Committee would recommend that the plan of having all the contestants discuss in their orations some one subject of wide general interest be tried again.

On behalf of the Committee,

Edward Y. Hartshorne, Chairman.

June 9, 1913.

On the conclusion of this report, which was duly accepted by motion, the President presented the bronze medal to Oliver Moore Porter, the winner of the contest. The Committee on Hall of Fame in the Cricket Pavilion reported as follows:

REPORT OF COMMITTEE ON HALL OF FAME IN CRICKET PAVILION

To the Alumni Association of Haverford College:

The Committee on Hall of Fame in the Cricket Pavilion reports that during the past year it has had prepared and placed in the Cricket Pavilion a tablet containing the names of the 1912 XI. As yet, no satisfactory photograph of the Captain of that XI has been procured.
We suggest that the appropriation for next year be $7 instead of the usual one of $5, in order that the photograph of the Captain of the 1912 XI may be taken care of by next year's Committee.

On behalf of the Committee,

A. G. Scattergood, Chairman.

Philadelphia, June 2, 1913.

On motion, duly seconded and carried, the report was accepted with approval of the appropriation recommended.

The meeting then adjourned.

Joseph H. Haines, Secretary.
COMMITTEES FOR THE YEAR 1913-1914

Appointed by the Incoming President Subsequent to the Annual Meeting, June, 1913

COMMITTEE TO NOMINATE MEMBERS TO THE ASSOCIATION.

Richard T. Cadbury, '72
Chairman Oscar M. Chase, '94
William C. Lowry, '79
Dr. A. Lovett Dewees, '01
Walter P. Shipley, '81
Alexander G. H. Spiers, '02
Lester R. Thomas, '13

COMMITTEE TO NOMINATE OFFICERS AND AN EXECUTIVE COMMITTEE.

Samuel Mason, '80
Chairman Parker S. Williams, '94
Paul D. I. Maier, '96
Rufus M. Jones, '85
Walter C. Janney, '98
Frederic H. Strawbridge, '87
Henry S. Drinker, Jr., '00

COMMITTEE ON ALUMNI ORATORICAL PRIZE.

Edward Y. Hartshorne, '81
Chairman Alfred Percival Smith, '84
Louis J. Palmer, '94
Walter Brinton, '81
Edward W. Evans, '02

COMMITTEE ON ATHLETICS.

Joseph W. Sharp, Jr., '88
Chairman Richard M. Gummere, '02
Alexander C. Wood, Jr., '02
Charles J. Rhoads, '93
C. Christopher Morris, '04
Alfred M. Collins, '97
H. Norman Thorne, '04
Alfred G. Scattergood, '98
A. Glyndon Priestman, '05
Alfred C. Maule, '99
Thomas K. Brown, Jr., '06
Dr. Frederic C. Sharpless, '00
Dr. James A. Babbitt

COMMITTEE TO AUDIT TREASURER'S REPORT.

John M. Okie, '93
Samuel W. Morris, '94

COMMITTEE ON HALL OF FAME IN CRICKET PAVILION.

Alfred G. Scattergood, '98
Chairman Harold Evans, '07
James S. Ellison, '15
ALUMNI NUMBER SUPPLEMENT

Reference is made in the June annual report of the Alumni Committee on Athletics, to the progress made in developing the Athletic Fields.

Supplementing this, the committee are glad to report that the Smith Memorial Stand is completed and the old stand removed.

The funds to cover this, viz: $5,000, were presented to the College by Horace E. Smith as a memorial to his brother Walter E. Smith.

The Class of Eighty-eight Athletic Field for Soccer or other sports is also completed.

The cost of this field, amounting to upwards of $1,000, was met by the Class of Eighty-eight. A map or plan of the fields and present and proposed track accompanies this BULLETIN. It shows clearly and accurately the scope of the work decided upon.

There is at present about $3,000 in hand or pledged to apply to building the new track, grading Walton Field, extending driveway to fields and parking space, and repairs to Cricket Shed.

No estimates of costs are at hand as yet, but it is evident that at least $5,000 more will be needed.

Surely with the cost of the stand and the new Soccer Field taken care of, Haverford alumni generally should show their interest and give to the extent of their ability. If your class collector is unknown to you, write to Henry Cope, 1510 Walnut Street, Philadelphia, and tell him promptly of your approval of the plans, and pledge to him your subscription or increase the pledge already given, so that the work can be finished as outlined.

Joseph W. Sharp, Jr.,
Chairman.