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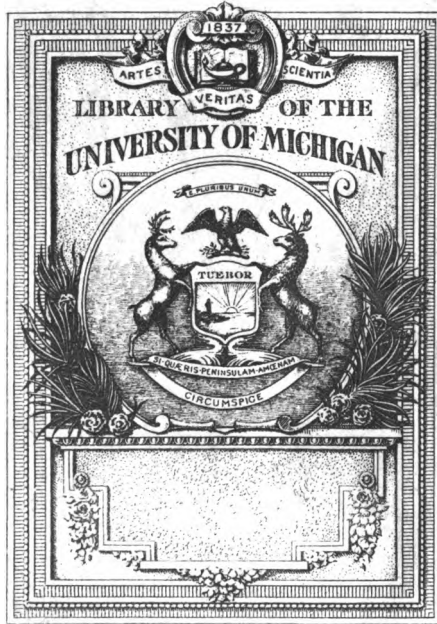
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HAND BOOK
OF THE
CENTRAL HIGH SCHOOL
OF PHILADELPHIA



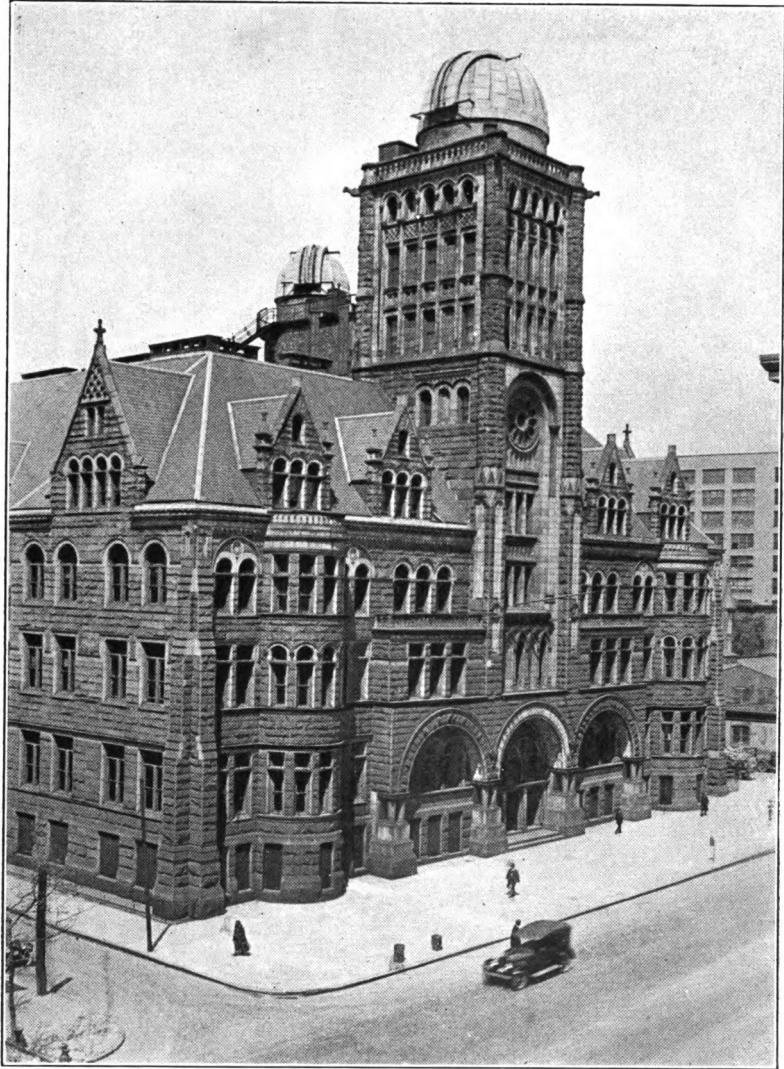


THE GIFT OF
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HAND BOOK
of the
CENTRAL HIGH SCHOOL
OF PHILADELPHIA





CENTRAL HIGH SCHOOL
(The Broad Street Front)

HAND BOOK

OF THE

Philadelphia **CENTRAL HIGH SCHOOL**

OF PHILADELPHIA



PHILADELPHIA

THE MARY GASTON BARNWELL FOUNDATION

1922

PREPARED AND DISTRIBUTED UNDER
THE AUSPICES OF
THE MARY GASTON BARNWELL FOUNDATION

Established under the Will of James G. Barnwell
of the Sixteenth Class, Central High School

The Philadelphia Trust Company, Trustee

[December, 1922]

James G. Barnwell
+ - 12

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INTRODUCTION

There have been many remarkable developments in the history of the Central High School of Philadelphia, which is, with the exception of the English High School of Boston, the oldest important institution of that character in America. From the time of its organization in 1838 with a Faculty of four and a student body of sixty-three, it has grown in the intervening eighty-four years to a Faculty of one hundred and fifty and a student body of over four thousand. At an early date the School achieved a national distinction for its remarkable group of teachers, its semi-collegiate curriculum, and particularly its interest in the study of Astronomy. A little later came the authority to grant academic degrees and the general public recognition of the School as the People's College. Still later came the noteworthy inventions of its well-known physicists, Elihu Thomson and Edwin J. Houston, in the field of applied electricity. Some years afterwards it developed, under the leadership of such inspiring teachers as Albert Henry Smyth, Ernest Lacy and J. Duncan Spaeth, an English Department that probably had few equals in our American colleges. More recently it achieved an almost unique distinction for a public high school when it was made the beneficiary of a bequest of about a third of a million dollars from a grateful alumnus, James G. Barnwell, for the purpose of promoting the practice of the highest principles of "honor and moral courage" by its pupils and graduates.

At various times the public school system of America has been charged with failure to provide adequately for the moral training of the young. In view of that charge it is interesting to note that Dr. Alexander Dallas Bache in his Plan of Organization for the Central High School provided for "moral lessons" in both of the courses of study that he had in contemplation. Dr. Enoch Cobb Wines of the Faculty became in 1839 the first teacher of Ethics in

an American high school. From Dr. Wines of those days of far-sighted beginnings to Dr. Robert Ellis Thompson of our own day, the succession of teachers of Moral Science or of Ethics in the Central High School is almost without a break.

The Trustee of the Mary Gaston Barnwell Foundation has created a lectureship in Ethics and has appointed Dr. Thompson as the first Lecturer under the auspices of the Foundation. In considering other plans for accomplishing the purposes indicated by the Testator, the Advisory Committee felt that one of the most effective ways to achieve those ends was to develop in the students a deep feeling of pride in the traditions and the notable history of the Central High School. Those who have recently become part of such an institution should feel the obligation to make themselves the peers of the worthy alumni who have gone before. They should know the important contributions made by the School to the professional and business life of our city and our nation. They should learn of the patriotic service of their loyal predecessors in time of national stress or of international conflict. They should realize the spirit of gratitude and devotion to Alma Mater that characterizes the varied activities of the Associated Alumni.

For these reasons the publication of this Handbook has been authorized by the Trustee. In its pages will be found much that bears upon the past mingled with much else of present interest to the undergraduate. It seeks to give him a quick initiation into the life of the School, as well as a few glimpses of its memorable history. If in conning its pages he gets a keener sense of his own responsibility to do his share in maintaining those fine traditions, the Handbook will have justified its publication.

The Advisory Committee wishes to express its appreciation of the kind assistance rendered by the following in the preparation of this Handbook: Dr. Calvin O. Althouse, Prof. Charles E. Bauder, Prof. James T. Chestnut, Jr., Dr. Joseph S. Hepburn, Prof. E. Rowland Hill, Prof. James H. Moffatt, Dr. Matthew C. O'Brien, Prof. Joseph W. Pennypacker, and Dr. Robert Ellis Thompson. Nearly all of the illustrations are from photographs taken especially for the Handbook by Prof. Philip C. Gaul.

The Advisory Committee will welcome any suggestions that may help to make future editions of the Handbook of more value or of greater interest to both students and alumni of the School. Please address all such communications to Mr. Joseph Faltermayer, Secretary, Central High School, Philadelphia.

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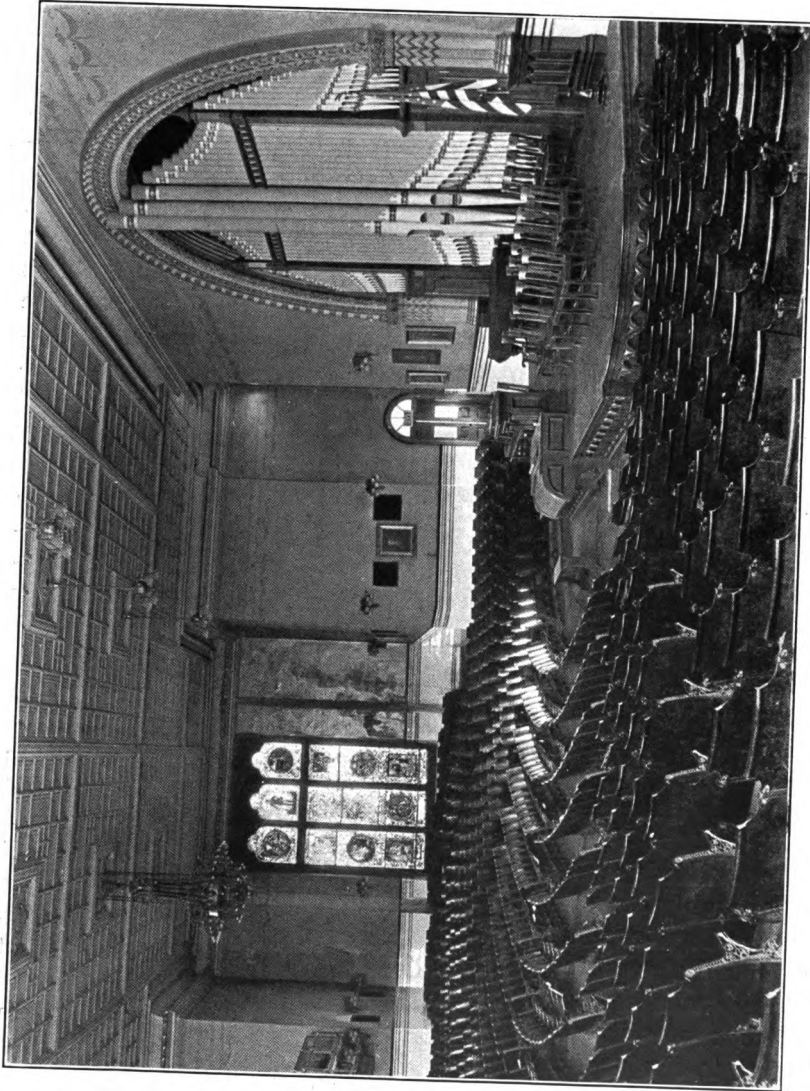
ARMAND J. GERSON

HISTORICAL SKETCH

The Central High School of Philadelphia, the oldest high school in the United States outside of New England, was established under authority of an Act of Assembly approved June 13, 1836. This act provided, "That the Controllers of the Public Schools for the city and county of Philadelphia be, and they are hereby authorized, whenever they shall think proper, to establish one central high school for the full education of such pupils of the public schools of the First School District as may possess the requisite qualifications, and that the moneys expended in the establishment and support of the said high school shall be provided and paid in the same manner as is now or shall hereafter be directed by law with respect to the other public schools of the said district."

A site was purchased on the east side of Juniper Street below Market Street, now part of the John Wanamaker Store. On September 19, 1837, the corner-stone was laid with appropriate exercises. The School was opened on October 26, 1838, with four professors and sixty-three students. The first student on the roll was William A. Abbey, who afterwards became a prominent merchant, but was better known as the father of Edwin A. Abbey, one of the most distinguished of American artists.

In November, 1839, Alexander Dallas Bache, a great-grandson of Benjamin Franklin, and a Professor of Natural Science and Chemistry at the University of Pennsylvania, was elected the first President. During the three years of his administration the School was thoroughly organized. A carefully planned course of study was adopted and expensive equipment was provided for the School's astronomical observatory. The first observatory to be established in America was that of Yale College in 1830; that of the Central High School was the fourth to be installed in this country. From that time to the present day the study of astronomy has had a prominent position in the curriculum of the School.



THE ASSEMBLY ROOM
(Showing the Organ and the Memorial Window)

When President Bache resigned in 1842 to return to his Professorship at the University of Pennsylvania, he was succeeded by John Seely Hart, who had been a Professor of Languages at the College of New Jersey, which later became Princeton University. The administration of President Hart (1842-1858) was a most important period in the School's history. He effected considerable revision in the course of study. The School rose in popular favor and its graduates came to be recognized as young men of exceptional training. Every Governor of Pennsylvania between 1842 and 1855 inspected the School, usually with his executive staff. On June 24, 1847, the President of the United States, James Knox Polk, accompanied by Vice-President George M. Dallas and Attorney-General Nathan Clifford, visited the School and addressed the students.

The conferring of academic degrees upon graduates of the Central High School dates from 1849, when an Act of Assembly, approved April 9, 1849, provided that "The Controllors of the Public Schools of the First School District of Pennsylvania shall have and possess the power to confer academic degrees in the arts upon graduates of the Central High School, in the City of Philadelphia, and the same and like power to confer degrees, honorary and otherwise, which is now possessed by the University of Pennsylvania." At that time and for a long period thereafter the curriculum of the Central High School compared favorably with the courses of instruction in most American colleges. Anglo-Saxon was taught at the School before it had made its way into any college except Harvard and the University of Virginia. Among the other subjects of that period were analytical geometry, surveying, differential calculus, navigation, astronomy, moral science, mental philosophy, and political economy. The traditions of Central High School from the earliest period to the present time have been those of an institution of higher learning, not those of a secondary or preparatory school.

In September, 1854, the School was removed to a new building at the south-east corner of Broad and Green Streets, which had been erected at a cost of \$75,000 and was then regarded as the finest

school building in the country. About the same time the Classical Course was abandoned and instruction in all foreign languages was curtailed because of the "native American" agitation in current politics. Four years later President Hart resigned to take up work with the American Sunday School Union, and Nicholas H. Maguire was elected as his successor.

The administration of President Maguire (1858-1866) covered a critical period in the School's history, during which there were many changes in the Faculty, but relatively few changes in the course of study. President Maguire will be held in grateful remembrance by students of later days because during his administration the Faculty established the important principles that a student's scholastic average should not be lowered by deductions on account of breaches of discipline, and that a student who believed he had been unfairly rated had the privilege of appealing to the teacher for a review of the marks. The work of the School was seriously affected by the Civil War; many of the older students, as well as five members of the Faculty of fourteen, enlisted for the defense of the Union. When funeral services were held in Philadelphia on April 22, 1865, for Abraham Lincoln, the Faculty of the Central High School were included in the ranks of those who formed the official escort for the remains of the martyred President.

The successor of President Maguire was George Inman Riche whose long administration (1866-1886) was a period of notable progress. President Riché had been graduated from Central High School in 1851 and therefore brought with him an intimate knowledge of the School and its traditions. After studying law he practiced his profession in Philadelphia and served two years as a member of the Board of School Controllers. He proved to be an inspiring leader and a good friend of the boys. Many notable educators were added to the Faculty during his administration. With such teachers of Chemistry and Physics as William H. Greene, Elihu Thomson, and Edwin J. Houston came a renewed impetus to scientific study and investigation. Some of the most noteworthy inventions in the history of American science, especially in the field of electricity, were developed by Professors Thomson and Houston in

the laboratories of the Central High School. During the same epoch important work was accomplished in the astronomical observatory under Professor Monroe B. Snyder, whose active service in his department covered a period of forty-seven years.

The short administration of Dr. Franklin Taylor (1886-1888) as the fifth President of Central High School was less significant because of Dr. Taylor's ill health, which necessitated his taking a year's leave of absence, while Zephaniah Hopper, the senior member of the Faculty, served as Acting President. Dr. Taylor was a cousin of Bayard Taylor and had been a Professor of English Literature at the School during the eight years preceding his election as President.

Under his successor, Henry Clark Johnson (1888-1893) important progress was made in relatively few years. President Johnson had studied at Yale, Cornell, and Hamilton College; at the time of his election he was a Professor of Latin at Lehigh University. During his administration the old course of study was abandoned for an improved curriculum. The Classical Course was restored and the academic groups of studies were reorganized into well-defined courses. President Johnson also encouraged the idea of recruiting teachers for the Faculty by selecting young men of college training instead of promoting the more successful grammar school principals to professorships. When he resigned in 1893 the School had grown to a Faculty of twenty-five and an enrollment of over eight hundred students.

The administration of the seventh President, Dr. Robert Ellis Thompson (1894-1920), was the longest and in many respects the most important of all. When Dr. Thompson took charge of the School, after twenty-four years of notable service as a teacher at the University of Pennsylvania, he found an over-crowded institution that was rapidly outgrowing the capacity of its class-rooms and laboratories. The agitation begun by the Associated Alumni for a new high school building had originated two years earlier; during his first year at the School Dr. Thompson participated in the laying of the corner-stone of the present Central High School. Six difficult years intervened, however, before the new structure was ready

for occupancy. Meanwhile the new President had the loyal support of his Faculty in conducting the School on double shifts in the old building and in various improvised annexes in the neighborhood. During that period the Faculty was organized into Departments, thereby greatly improving its efficiency and making possible a more satisfactory supervision of instruction.

When the School finally moved into the new building on the west side of Broad Street in September, 1900, the Faculty had increased to fifty-five members and the enrollment of students to 1456. Those figures indicate that the Central High School was then about twice as large an institution as when Dr. Thompson had taken charge less than seven years before. By setting the highest standards of qualification for the new teachers who sought appointment to the Faculty, Dr. Thompson brought the teaching staff to a degree of attainment that could not have been duplicated in many a college. The course of study was subjected to further revision, always with a view toward meeting the varied needs of the increasing ranks of students. A Commercial Course was begun in 1898 under the direction of Dr. Cheesman A. Herrick, who later became President of Girard College. In 1912 Professor William F. Gray was put in charge of a Mechanic Arts Course, which was organized in the building of the Central Manual Training School at Seventeenth and Wood Streets. Later that Department was removed to the old Central High School building to make way for the Philadelphia Trades School, which in turn was incorporated with Central High School in 1918 as the Industrial Arts Department. Since that time the School has been able to offer to its numerous students the widest possible range of courses, covering the entire field of preparation in academic, scientific, technical, commercial, and industrial subjects.

The present building of the Central High School was dedicated in November, 1902 by the President of the United States, Theodore Roosevelt, who was accompanied by five members of his Cabinet, including Secretaries Elihu Root, Henry C. Payne, Ethan A. Hitchcock, and by Senator Henry Cabot Lodge. The memorable speech delivered by President Roosevelt on that occasion to the students of the School is included in the present Handbook. The exercises

in connection with the dedication lasted over a period of several days and marked a distinctive event in the history of secondary education in America.

One of the serious drawbacks to the full training of the students at Central High School was the lack of adequate playgrounds in the vicinity of the School. Various plans to acquire nearby tracts of ground for such a purpose were abandoned because none of the lots was sufficiently large to meet all the needs of the School. In 1909, through the efforts of the Associated Alumni, the School secured from City Councils the use of Houston Field, a spacious area where ample room is provided for track and field sports of every character.

During the last decade of Dr. Thompson's administration, Central High School was called on to send some of its best teachers into the district high schools that were being organized in various outlying sections of the city. In 1910 annexes of Central High School were opened in Germantown, under the direction of Professor Samuel E. Berger, and in Frankford, under the direction of Professor G. Alvin Snook. These annexes gave way in 1915 to the large and flourishing district high schools that now care for the secondary training of youth in those sections. Dr. Harry F. Keller, for many years the Head of the Department of Science at the Central High School, is Principal of the Germantown High School; Professor Snook, formerly of the Department of Mathematics at Central High School, is Principal of the Frankford High School. More recently Professor William F. Gray, Head of the Department of Art, has been made Principal of the William Penn High School, and Dr. Lewis R. Harley, Head of the Department of History, has been called to the principalship of the Philadelphia High School for Girls. In every boys' high school, and in most of the girls' high schools in the city, former members of Dr. Thompson's Faculty are now to be found as principals or as department heads.

The adoption of a State Retirement Law made it necessary for Dr. Thompson to relinquish his duties as President in June, 1920, because of age limitation, but fortunately for the School, it was possible to retain his services as Honorary Lecturer in Ethics and

Political Science. He has therefore continued as a member of the Faculty since that time and still delivers his valuable lecture courses to the Senior Class.

Dr. Thompson's successor, Dr. John Louis Haney, eighth President of the Central High School, took charge in September, 1920. He was graduated as the First Honor Man of the 100th Class in 1895, receiving his higher training in the College and in the Graduate School of the University of Pennsylvania. For the twenty years preceding his election to the presidency he was a teacher of English in the Central High School and during the last four years of that time he was head of the English Department. Since Dr. Haney took charge of the School, a system of Student Co-operation has been developed, including a Student Council, a Student Court, and a group of Student Marshals. The Mary Gaston Barnwell Foundation began its activities in January, 1922, and has gradually extended its scope to include the various undertakings mentioned in the text of this handbook.

NOTE.—The story of the School from its inception to about 1885 is told in detail and in an entertaining manner by Franklin Spencer Edmonds, Esq., in his *History of the Central High School of Philadelphia* (Phila., J. B. Lippincott Co., 1902). Mr. Edmonds also edited the Proceedings of the Dedication of the New Buildings in a handsome volume published under the authority of the Board of Public Education in 1910.

GROWTH OF THE SCHOOL

Year	Teachers	Pupils	Year	Teachers	Pupils
1838	4	63	1919	103	2686
1848	11	503	1920	113	2974
1898	47	1307	1921	124	3391
1908	79	1954	Feb. 1922	135	3767
1913	96	2210	Sep. 1922	147	4145

Total Matriculates (Sep., 1922) 38,656
 Total Graduates (June, 1922) 8,194

DATES OF GRADUATION

Class	Class	Class
1st — June, 1842	121st — Feb., 1914	136th — June, 1921
10th — June, 1847	122nd — June, 1914	137th — Feb., 1922
20th — June, 1852	123rd — Feb., 1915	138th — June, 1922
30th — June, 1857	124th — June, 1915	139th — Feb., 1923
40th — June, 1862	125th — Feb., 1916	140th — June, 1923
50th — June, 1867	126th — June, 1916	141st — Feb., 1924
60th — June, 1872	127th — Feb., 1917	142nd — June, 1924
70th — June, 1877	128th — June, 1917	143rd — Feb., 1925
80th — June, 1883	129th — Feb., 1918	144th — June, 1925
90th — June, 1883	130th — June, 1918	145th — Feb., 1926
100th — June, 1895	131st — Feb., 1919	146th — June, 1926
105th — June, 1900	132nd — June, 1919	147th — Feb., 1927
110th — June, 1905	133rd — Feb., 1920	148th — June, 1927
115th — June, 1910	134th — June, 1920	149th — Feb., 1928
120th — June, 1913	135th — Feb., 1921	150th — June, 1928

PROMOTIONS AND COMMENCEMENTS

There were semi-annual promotions and commencements until 1877. In that year and again in 1878 only one class was admitted. The semi-annual plan was followed from 1879 to 1887, then the annual plan from 1888 to 1907. Since that time the semi-annual plan has prevailed.



DR. JOHN LOUIS HANEY
President of Central High School
(Painting by Tully Filmus, 142nd Class)

THE FACULTY

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ROBERT ELLIS THOMPSON, A.M., S.T.D., LL.D.
*President Emeritus and Barnwell Lecturer in Ethics and
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JAMES B. SUMMERS	<i>Mathematics</i>
THOMAS T. RIDINGTON, B.S., A.M.	<i>Commerce</i>
SWITZER W. SMITH, B.S., M.S.	<i>Mathematics</i>
JOSEPH L. TOMLINSON	<i>Drawing</i>
JOHN C. KISTENMACHER, B.S.	<i>Physical Training</i>
JOHN W. HITNER, A.B.	<i>Physical Training</i>
JAMES T. CHESTNUT, JR., A.B.	<i>Romance Languages</i>
WILLIAM LA SOR	<i>Machine Construction</i>
THOMAS E. ROBINSON, A.B.	<i>History</i>
BENJAMIN A. KLINE, Ph.B., A.M.	<i>History</i>
ELMER H. BRIGGS	<i>Electrical Construction</i>
LOUIS L. PUND	<i>Drawing</i>

AUGUSTUS SCHREIBER, B.S. in Educ.	<i>Physical Training</i>
PHILIP C. GAUL, B.S.	<i>Commerce</i>
MILTON T. TOWNSEND	<i>Drawing and Wood Work</i>
HENRY G. MAEDER, A.B.	<i>History</i>
WILLIAM BRINK	<i>Pattern Making</i>
WILLIAM W. FARLEY	<i>Science</i>
ELLIOTT L. LIEBMAN, A.B.	<i>English</i>
I. SMAUEL GOLDMAN, B.S. in Ch.E.	<i>Science</i>
CLAUDE R. JOHNSON, B.S.	<i>History</i>
ARTHUR T. MICHLER, A.B.	<i>History</i>
OSWALD R. KUEHNE, A.B., Ph.D.	<i>Languages</i>
RAYMOND M. GAREY, B.S.	<i>Science</i>
HAROLD W. BRECHT, A.B.	<i>Languages</i>
HERBERT S. WEBER, A.B.	<i>English</i>
WILLIAM A. LINGG	<i>Electrical Construction</i>
JULIUS GREENSTEIN, B.S.	<i>History</i>
EDWARD J. NEITHAMMER	<i>Electrical Construction</i>
HANS C. GORDON, A.B.	<i>Science</i>
WILLIAM A. DOANE, A.B.	<i>Languages</i>
ALBERT J. KAPLAN, B.S. in Educ.	<i>English</i>
WOOLF GOLDBERG, B.S. in Ch. E.	<i>Chemistry</i>
JAMES MCCLINTOCK, A.B., A.M.	<i>History</i>
JOSEPH W. PENNYPACKER, A.B., A.M.	<i>English</i>
VAN ZANDT SHIPPY, B.S. in E.E.	<i>Mathematics</i>
RUBIN M. SINDELL, B.S. in Educ.	<i>English</i>
EVERETT B. GLENN, A.B.	<i>Mathematics</i>
SYDNEY GROSS, B.S.	<i>Drawing</i>
FRANCIS J. BUTTERWORTH, A.B.	<i>English</i>
JOSEPH I. OSER, B.S., in Ch. E.	<i>Science</i>
NEWTON LAMB, A.B.	<i>Science</i>
EUSTACE KELLER, C.E.	<i>Mathematics</i>
CHARLES W. BARTHOLD, B.S. in Educ.	<i>Physical Training</i>
NORMAN R. DAY	<i>Machine Construction</i>
FRANK B. MEYER, A.B., A.M.	<i>Languages</i>
CARL L. E. SCHWARTZ	<i>Drawing</i>
DAMON P. VICKERS	<i>Wood Work</i>

ROBERT B. SCHAEFER	<i>Wood Work and Drawing</i>
ELMER FIELD, B.S., M.S.	<i>Science</i>
WILLIAM L. NASSAU, JR., B.S. in C.E.	<i>Mathematics</i>
ROY E. ADAMS, A.B.	<i>Mathematics</i>
WALTER M. BENNER, B.S.	<i>Biology</i>
ROBERT CLARK, A.B., A.M.	<i>History</i>
JOSEPH COTTLER, B.S. in Econ.	<i>English</i>
WALTER Z. JACOBY, B.S. in C.E.	<i>Physics</i>
ROBERT L. MOLITOR, B.S., A.M.	<i>English</i>
ALBERT A. OWENS, B.S.	<i>Commercial Geography</i>
FRANCIS J. RASKA, A.B.	<i>French</i>
EARL SNYDER, B.S.	<i>Chemistry</i>
JOHN M. STROUP, Ph.B.	<i>Mathematics</i>
ALFRED TOWNSEND	<i>Drawing</i>
MARVIN G. SCHULTZ, A.B.	<i>French</i>
HAROLD H. GLENN	<i>Mathematics</i>
HENRY F. COLEMAN, A.B.	<i>English</i>
LOLA E. KNABE	<i>Clerical Assistant</i>
ALICE E. HOLT	<i>Clerical Assistant</i>
EDITH F. RIGHTER.	<i>Clerical Assistant</i>
KATHLEEN T. HOWES.	<i>Clerical Assistant</i>
KATHLEEN HUGHES	<i>Clerical Assistant</i>
NICHOLAS M. ZECCA	<i>Shop Assistant</i>
EDWIN M. SCHWYTER	<i>Shop Assistant</i>



DR. ROBERT ELLIS THOMPSON
President Emeritus and Barnwell Lecturer

THE PRESIDENTS OF CENTRAL HIGH SCHOOL

1. ALEXANDER DALLAS BACHE, LL.D. . . . Nov. 1839—Sep. 1842
2. JOHN SEELY HART, LL.D. Sep. 1842—Dec. 1858
3. NICHOLAS HARPER MAGUIRE, A.M. . . . Dec. 1858—Sep. 1866
4. GEORGE INMAN RICHE, A.M. Sep. 1866—Jan. 1886
5. FRANKLIN TAYLOR, M.D. Mar. 1886—Sep. 1888
Zephaniah Hopper, A.M., Ph.D., *Acting President*,
1886—1888
6. HENRY CLARK JOHNSON, A.M., LL.B. . . Oct. 1888—Dec. 1893
Zephaniah Hopper, A.M., Ph.D., *Acting President*,
Dec. 1893—Feb. 1894
7. ROBERT ELLIS THOMPSON, A.M., S.T.D., LL.D.
Feb. 1894—Jun. 1920
8. JOHN LOUIS HANEY, A.M, B.S., Ph.D. . . Sep. 1920—Date

NOTABLE TEACHERS OF THE PAST

- DAVID WESLEY BARTINE, *Mathematics* (1879-1906)
SAMUEL ERWIN BERGER, *Classical Languages* (1889-1915)
JAMES CURTIS BOOTH, *Chemistry* (1842-1845)
MARTIN HANS BOYÉ, *Chemistry* (1845-1859)
FRANCOIS AMÉDÉE BRÉGY, *French* (1843-1866)
OSCAR CHARLES SUMNER CARTER, *Geology* (1880-1917)
FREDERICK FOSTER CHRISTINE, *Political Science* (1880-1910)
GEORGE HOWARD CLIFF, *Mathematics and English* (1883-1893)
WILLIAM FREDERIC CRAIG, *Anatomy* (1904-1918)
JOHN CHAPMAN CRESSON, *Physics* (1842-1842)
CHARLES SUMNER DOLLEY, *Biology* (1890-1907)
HOWARD WEIDENER DUBOIS, *Mathematics* (1893-1906)
FRANKLIN SPENCER EDMONDS, *Political Science* (1895-1904)
CHESTER NYE FARR, JR., *Mathematics and English* (1890-1895)
JOSEPH C. FOX, *Mathematics* (1900-1915)
JOHN F. FRAZER, *Natural Science* (1842-1844)
JOHN FROST, *English* (1838-1845)
J. HENRY GRAHAM, *Mathematics* (1894-1915)

WILLIAM FRANCIS GRAY, *Art* (1892-1920)
 WILLIAM HOUSTON GREENE, *Chemistry* (1880-1892)
 LEWIS REIFSNYDER HARLEY, *History* (1896-1921)
 HENRY HARTSHORNE, *Anatomy* (1862-1867)
 HENRY HAVERSTICK, *Classical Languages* (1844-1866)
 CHEESMAN A. HERRICK, *Commerce* (1895-1909)
 JACOB FARNUM HOLT, *Anatomy* (1867-1908)
 ZEPHANIAH HOPPER, *Mathematics* (1854-1913)
 EDWIN J. HOUSTON, *Natural Philosophy* (1867-1894)
 DANIEL W. HOWARD, *History* (1851-1886)
 HARRY F. KELLER, *Chemistry* (1892-1915)
 E. OTIS KENDALL, *Mathematics and Astronomy* (1838-1855)
 JOHN KERN, *Drawing* (1866-1886)
 JAMES A. KIRKPATRICK, *English and Phonography* (1843-1868)
 ERNEST LACY, *English* (1893-1916)
 FRANCIS HERBERT LEE, *Classical Languages* (1900-1920)
 HENRY LEFFMANN, *Chemistry* (1876-1880)
 WILLIAM JOHN LONG, *Romance Languages* (1900-1915)
 WILLIAM A. MASON, *Drawing* (1887-1892)
 JAMES MCCLUNE, *Mathematics and Astronomy* (1855-1877)
 HENRY MCMURTRIE, *Anatomy* (1839-1861)
 SAMUEL MECUTCHEN, *Higher Arithmetic* (1877-1881)
 ANDREW J. MORRISON, *Mathematics* (1881-1883)
 REMBRANDT PEALE, *Art* (1840-1844)
 GEORGE LEWIS PLITT, *Classical Languages* (1897-1915)
 B. HOWARD RAND, *Chemistry* (1859-1864)
 JAMES RHOADS, *English* (1845-1878)
 JONATHAN T. RORER, *Mathematics* (1895-1909)
 JOHN SANDERSON, *Classical Languages* (1840-1844)
 WILLIAM L. SAYRE, *Drawing* (1886-1887)
 ELLIS A. SCHNABEL, *Classical Languages* (1891-1912)
 GEORGE W. SCHOCK, *Mathematics* (1875-1904)
 ALBERT HENRY SMYTH, *English* (1886-1907)
 GEORGE ALVIN SNOOK, *Mathematics* (1904-1915)
 MONROE B. SNYDER, *Mathematics and Astronomy* (1873-1920)
 JOHN DUNCAN SPAETH, *English* (1894-1906)

LEMUEL STEPHENS, *Chemistry* (1865-1866)
MAX STRAUBE, *German* (1874-1909)
GEORGE STUART, *Classical Languages* (1866-1897)
FRANKLIN TAYLOR, *English* (1878-1886)
ELIHU THOMSON, *Natural Science* (1870-1880)
FRANCIS NEWTON THORPE, *History and English* (1886-1886)
EDWARD W. VOGDES, *Mental Science and English* (1854-1887)
WILLIAM VOGDES, *Mathematics* (1838-1861)
WILLIAM H. WAHL, *Natural Philosophy* (1872-1873)
HENRY WILLIS, *History* (1886-1917)
JOSEPH W. WILSON, *Mathematics and English* (1862-1880)
ENOCH C. WINES, *Sociology* (1838-1841)

REPRESENTATIVE ALUMNI

The following list, made up of a few names selected from each class from the 1st to the 115th inclusive, is intended to give the undergraduate of to-day some idea of the sort of men who have been produced by the Central High School. No attempt has been made to include all the notable members of any particular class. As far as possible, all walks of professional and mercantile life have been included. This has necessitated the omission of the names of numerous graduates who have won distinction in the professions of law, medicine, and teaching.

Class

- 1—William M. Abbey, merchant.
- 1—Charles M. Cresson, chemical engineer.
- 1—L. Hall Grandgent, Boston English High School.
- 1—George Harding, jurist; specialist in patent law.
- 1—James A. Kirkpatrick, Faculty; Supt. of City Trusts.
- 1—John Vaughan Merrick, engineer; Trustee, Univ. of Penna.
- 1—Samuel Mecutchen, Faculty; author.
- 1—William Taylor, Treasurer, West Jersey R. R.
- 2—Edward W. Clark, banker.
- 2—Zephaniah Hopper, Faculty and Acting President, C. H. S.
- 2—Jarvis Mason, Trust Officer, Penna. Co. Ins. L. & G. A.
- 2—Dr. B. Howard Rand, Faculty and Dean, Jefferson Med. Coll.
- 3—Joseph S. Carels, educator.
- 3—Charles M. Lukens, Board of Pub. Education.
- 3—Stephen N. Winslow, journalist; newspaper publisher.
- 4—William D. Gardner, bank president.
- 4—Dr. Henry Gerhart, Penna. Board Dental Examiners.
- 4—Henry S. Hagert, District Attorney.
- 4—William V. McGrath, State Treasurer, Penna.
- 5—John H. Dialogue, ship builder.
- 5—John Heuston, Jr., Chief Assayer, San Francisco Mint.
- 5—Charles S. Lincoln, clerk, U. S. District Court.
- 5—Hon. James Lynd, judge, Court of Common Pleas.
- 6—Charles H. Cramp, ship builder.

Class

- 6—George Davidson, Chief Engineer, U. S. Coast Survey.
- 6—Ellwood Evans, Lieutenant Governor, Washington.
- 6—Dr. Richard J. Levis, surgeon ; professor, Jefferson Med. Coll.
- 7—William Gulager, Board of Pub. Education.
- 7—Albert R. Schofield, Penna. Legislature.
- 8—James Coggins, California Legislature.
- 8—Edmund Y. McCalla, botanist.
- 9—Charles S. Greene, prothonotary, Penna. Supreme Court.
- 9—Henry C. Stroup, banker.
- 10—Hon. Lewis C. Cassidy, Attorney-General, Penna.
- 10—Edwin A. Merrick, banker.
- 10—Septimus Winner, musician and composer.
- 11—Dr. James A. Meigs, anthropologist.
- 11—Dr. Thomas J. Turner, Medical Director, U. S. N.
- 11—Edmund Smith, Vice-President, Penna. R. R.
- 11—Edward W. Vogdes, professor, C. H. S. and Secretary of the Faculty.
- 12—Charles H. Banes, financier ; President, Franklin Institute.
- 12—Alfred H. Love, President, Universal Peace Union.
- 12—Cornelius Weygandt, bank president.
- 13—George L. Crawford, corporation lawyer.
- 13—Ignatius Donnelly, author and Congressman.
- 13—Joseph W. Drexel, banker.
- 13—Daniel W. Howard, Faculty, Central High School.
- 13—Henry Huhn, President, Common Council.
- 13—Henry T. King, City Solicitor.
- 13—Edwin A. Landell, bank president.
- 14—William M. Cramp, ship builder.
- 14—Conrad B. Day, bank president.
- 14—Dennis F. Murphy, official stenographer, U. S. Senate.
- 14—William M. Smith, President, Common Council.
- 14—Maxwell Sommerville, glyptologist.
- 15—Hon. William N. Ashman, judge, Orphans' Court.
- 15—Frederick F. Cavada, General, Cuban Army.
- 15—William T. Richards, artist.

Class

- 15—David W. Sellers, counsel, Penna. R. R.
- 15—William M. Singerly, proprietor, "Philadelphia Record."
- 16—James G. Barnwell, librarian; philanthropist.
- 16—Thomas Dolan, financier; President, U. G. I.
- 16—William P. Henszey, Baldwin Locomotive Works.
- 17—Dr. Richard J. Dunglison, lexicographer.
- 17—James L. Hays, President, N. J. Board of Education.
- 18—Samuel S. Fisher, U. S. Commissioner of Patents.
- 18—Rev. Samuel Laird, theologian.
- 18—Henry C. Parsons, Mayor of Williamsport.
- 18—Henry Pleasants, Brevet Brigadier-General.
- 19—Hon. James T. Mitchell, Chief Justice, Penna. Supreme Court.
- 19—George S. Philler, bank president.
- 19—George Inman Riche, lawyer; President, Central High School
- 19—Frank R. Stockton, novelist and story-writer.
- 20—Benjamin F. Dennison, banker.
- 20—Henry W. Halliwell, Secretary, Board of Pub. Education.
- 20—George Stuart, Professor of Latin, Central High School.
- 20—Peter A. B. Widener, financier; City Treasurer.
- 21—Joseph L. Caven, President, Common Council; Board City Trusts.
- 21—Alexander P. Colesberry, Board of Pub. Education.
- 21—Dr. William W. Keen, surgeon, educator, author.
- 22—Hon. Leon Abbett, Governor, N. J.; State Supreme Court.
- 22—Hon. William B. Hanna, President Judge, Orphans' Court.
- 22—James B. Sheridan, Justice, New York Marine Court.
- 23—Dr. Jacob Solis Cohen, physician, author.
- 23—Charles H. Jarvis, musician, composer.
- 23—Thomas May Peirce, founder, Peirce College.
- 24—William H. F. Cushman, chief engineer, U. S. S. "Kearsarge."
- 24—David W. Dickson, President, Phila. Traction Co.
- 24—Joseph S. Harris, President, Phila. & Reading R. R.
- 25—Francis J. Crilly, bank president.
- 25—William W. Justice, merchant.
- 25—Hon. Charles F. Manderson, U. S. Senator, Nebraska.

Class

- 25—Cyrus Newlin, U. S. District Attorney, West Virginia.
- 26—Gen. Lewis H. Carpenter, Military Governor of Santiago.
- 26—Capt. John P. Green, First Vice-President, Penna. R. R.
- 26—Joseph F. Marcer, City Treasurer.
- 26—Edmund D. Randolph, bank president, New York City.
- 27—Simon Fleisher, manufacturer.
- 27—Rev. Dr. Chester D. Hartranft, President Hartford Theological Seminary.
- 27—John Story Jenks, financier; Board of Pub. Education.
- 27—Hon. Edward Patterson, justice, New York Supreme Court.
- 27—Charles T. Yerkes, traction financier, Chicago and London.
- 28—Thomas Hart, Jr., counsel, Phila. & Reading R. R.
- 28—Gen. James W. Latta, Secretary Internal Affairs, Penna.
- 28—Wilbur F. Rose, banker.
- 29—Henry George, journalist, economist.
- 29—James Morgan Hart, educator, author.
- 29—Dr. Bushrod W. James, physician, author, philanthropist.
- 29—Hon. David H. Lane, political leader; Recorder of Deeds; Board of Pub. Education.
- 29—Gustavus W. Town, Brigadier General, U. S. A.
- 29—William Nelson West, City Solicitor.
- 30—Dr. George H. Horn, entomologist.
- 30—John G. Johnson, lawyer.
- 30—William H. Samuel, educator, author.
- 30—William Trickett, Dean, Dickinson Law School.
- 31—Hon. John V. Creely, Congressman.
- 31—Hon. G. Harry Davis, judge, Court of Common Pleas.
- 31—Rev. Ignatius F. Horstmann, Bishop of Cleveland.
- 31—William L. Sayre, Principal, Central Manual Training School.
- 31—Stephen W. White, Secretary Northern Central R. R.
- 32—Henry R. Edmunds, U. S. Commissioner; President, Board of Pub. Education.
- 32—Clement A. Griscom, President, International Navigation Co.
- 32—Joseph R. Rhoads, bank president.
- 32—T. Guilford Smith, Regent, Univ. of State of N. Y.

Class

- 32—James B. Sword, artist.
- 33—Dr. Harrison Allen, physiologist, author.
- 33—Hon. Michael Arnold, judge, Court of Common Pleas.
- 33—Joel Cook, Congressman, journalist; Board of Pub. Education.
- 33—Samuel B. Huey, lawyer; President, Board of Pub. Education.
- 33—Dr. Philip Leidy, physician, author.
- 33—Edgar A. Singer, Assistant Supt., Public Schools.
- 33—William C. Stroud, Baldwin Locomotive Works.
- 34—Hon. George W. Caruth, U. S. Minister to Portugal.
- 34—Thomas M. Drown, President, Lehigh University.
- 34—Hon. Joseph C. Ferguson, judge, Orphans' Court.
- 34—Dr. Daniel S. Lamb, Chief, U. S. Medical Museum.
- 34—Major William H. Lambert, Board of City Trusts.
- 34—Rev. Dr. Robert M. Luther, Missionary to Rangoon.
- 34—Rev. Jeremiah P. J. O'Connor, President, Boston College.
- 34—Hon. Mayer Sulzberger, jurist, orientalist, author.
- 35—John R. Fanshawe, Secretary, Lehigh Valley R. R.
- 35—James M. Forsyth, Rear Admiral, U. S. N.
- 35—George Alfred Townsend ("Gath"), journalist, poet.
- 35—John J. Weaver, manufacturer, philanthropist.
- 36—Clarence S. Bement, manufacturer.
- 36—Rev. John Edgar, President, Wilson College.
- 36—Dr. George H. Napheys, author, journalist.
- 36—John I. Rogers, Judge Advocate General, Penna.
- 36—William J. Roney, Receiver of Taxes.
- 37—Genl. Robert P. Dechert, lawyer, City Controller.
- 37—Dr. Augustus Korndoerfer, Penna. Board Medical Examiners.
- 37—Eugene A. Smith, state geologist, Alabama.
- 37—Jacob Sulzberger, scholar, critic.
- 38—Thomas C. Eakins, artist.
- 38—Wencel Hartman, Jr., lawyer; Sheriff.
- 38—William Sartain, President, N. Y. Art Club.
- 39—Richard Y. Cook, bank president.
- 39—George B. Thatcher, Adjutant, Illinois Volunteers, U. S. A.
- 40—Robert Dornan, manufacturer.

Class

- 40—William L. DuBois, banker.
- 40—Frank C. Moore, President, Continental Ins. Co., N. Y.
- 40—John J. Ridgway, Jr., Sheriff.
- 41—William Elliott Griffis, missionary, historian.
- 41—Hon. Henry J. McCarthy, judge, Court of Common Pleas.
- 41—Andrew J. Morrison, Principal, N. E. High School.
- 41—John L. Ogden, Chief Engineer, Water Dept.
- 42—Stockton Bates, expert accountant.
- 42—George I. Bodine, banker.
- 42—John J. Macfarlane, State Senator.
- 42—Col. Theodore E. Wiedersheim, banker.
- 43—John H. Campbell, attorney, journalist.
- 43—Jacob B. Eckfeldt, assayer, U. S. Mint.
- 43—Edwin J. Houston, educator, scientist, inventor.
- 43—Edward J. Nolan, librarian, Acad. Natural Sciences.
- 44—Charles Frederick Kroeh, educator, author.
- 44—Dr. Charles K. Mills, neurologist.
- 44—Hon. Edward W. Patton, State Senator ; Mercantile Appraiser.
- 44—Dr. Joseph P. Remington, Dean, Phila. Coll. Pharmacy.
- 44—Walter E. Rex, Register of Wills, bank president.
- 44—Dr. William H. Wahl, Secretary, Franklin Institute.
- 45—Dr. James M. Barton, educator.
- 45—Rev. John Alexander Goodfellow.
- 45—Dr. John E. James, gynecologist.
- 45—Hon. William H. Staake, judge, Court Common Pleas.
- 45—Richardson L. Wright, Jr., attorney, banker.
- 46—Dr. Henry Leffmann, chemist, educator.
- 46—James L. Miles, lawyer, President, Select Council.
- 46—Dominick I. Murphy, Commissioner of Pensions, diplomat.
- 46—Adam A. Stull, bank president.
- 47—Addison B. Burk, journalist.
- 47—Patterson DuBois, essayist, critic.
- 47—Dr. Ernest A. Farrington, educator, author.
- 48—John B. Colahan, Jr., lawyer.
- 48—John Jay Gilroy, banker.

Class

- 48—Hon. James Rankin Young, Congressman, journalist.
- 49—Dr. William J. Campbell, bibliographer.
- 49—Albert H. Disston, manufacturer.
- 49—Hon. Theodore F. Jenkins, judge, Court Common Pleas.
- 49—P. Fred Rothermel, Jr., District Attorney.
- 50—Hector T. Fenton, lawyer, author.
- 50—Henry S. Grove, President, Cramp Shipbuilding Co.
- 50—Andrew F. Hammond, Secretary, Board of Pub. Education.
- 50—John P. J. Sensitivefer, County Commissioner.
- 50—Edward Stern, printer; publisher.
- 51—Louis Fleisher, manufacturer; bank president.
- 51—Angelo T. Freedley, lawyer, author.
- 51—Harry T. Kingston, Assistant City Solicitor.
- 52—Dr. Albert C. Peale, geologist, U. S. Geological Survey.
- 52—Dr. Charles S. Turnbull, ophthalmologist; Board of Pub. Eudc.
- 52—J. Monroe Willard, Principal, Phila. Normal School.
- 53—Samuel E. Cavin, Assistant City Solicitor.
- 53—Joseph S. Riley, magistrate.
- 54—Harry J. Delany, banker.
- 54—Dr. Franklin West, physician.
- 55—William L. Austin, Baldwin Locomotive Works.
- 55—Dewey Bates, artist (London).
- 55—George H. Buchanan, printer.
- 55—Hon. Robert E. Pattison, Governor of Penna.; President, Associated Alumni.
- 55—Frank P. Prichard, lawyer; Chancellor, Law Assn. of Phila.
- 55—Elihu Thomson, scientist, inventor, educator.
- 55—Henry Willis, Dept. Head, C. H. S. Faculty.
- 56—Hon. James Alcorn, City Solicitor; Public Service Commission of Penna.
- 56—Hon. Abraham M. Beitler, judge, Court of Common Pleas.
- 56—Hon. William Wilkins Carr, judge, Court of Common Pleas.
- 56—Dr. William H. Greene, chemist, educator, printer.
- 56—William R. Nicholson, bank president.
- 57—Rev. Andrew D. Heffern, clergyman.

Class

- 57—Hon. Alex. Simpson, Jr., justice, Penna. Supreme Court.
- 57—Benjamin F. Teller, real estate.
- 58—Edwin S. Cramp, ship builder.
- 58—Charles Leonard Moore, poet.
- 58—Joseph Albert Sinn, lawyer, banker.
- 59—B. Gordon Bromley, lawyer.
- 59—Joseph Wentworth Coxe, railroad official.
- 59—Robert W. Finletter, Assistant City Solicitor.
- 60—Dr. Solomon Solis Cohen, professor, Jefferson Med. College;
Vice-President, Associated Alumni.
- 60—Hon. James Gay Gordon, judge, Court of Common Pleas.
- 60—James F. Lynd, lawyer, banker.
- 60—Charles W. Macfarlane, economist.
- 60—G. Heide Norris, lawyer.
- 61—Dr. Charles A. Oliver, ophthalmologist.
- 61—Dr. Andrew J. Parker, physician, educator.
- 61—John M. Winslow, Mexican National Railway Co.
- 62—Hon. Edwin A. Anderson, judge, Orphans' Court of Phila.
- 62—Dr. Francis X. Dercum, neurologist.
- 62—Pedro G. Salom, electro-chemist.
- 63—Dr. Henry M. Chance, geologist, mining engineer.
- 63—Emanuel Furth, lawyer, member Penna. Legislature.
- 63—William W. Perrine, ("Penn") editor, "Evening Bulletin."
- 63—William T. Tilden, merchant, Board of Pub. Education.
- 64—Hon. Robert S. Clymer, jurist.
- 64—Hon. J. Willis Martin, judge, Court of Common Pleas.
- 64—Fredk. A. Sobernheimer, lawyer, Board of Pub. Education.
- 64—John Sparhawk, Jr., lawyer.
- 65—Dr. Thomas J. Beatty, physician.
- 65—Hyman P. Rosenbach, journalist, bibliophile.
- 65—Albert Barnes Weimer, lawyer, author.
- 66—Dr. Clarence Bartlett, neurologist, author.
- 66—Daniel Guggenheim, President, Amer. Smelting & Refining Co.
- 66—Alba B. Johnson, Baldwin Loco. Works; President, Chamber
of Commerce.

Class

- 66—Harry S. Hopper, lawyer ; Historian, Assoc. Alumni.
66—George E. Kirkpatrick. Supt. of City Trusts ; Treasurer, Associated Alumni.
66—James D. Moffett, railroad financier.
67—George M. Beringer, President, Amer. Pharmaceutical Assn.
67—Dr. Gwilym G. Davis, surgeon, M. R. C. S.
67—George D. Gideon, educator.
68—Joseph W. Catharine, lawyer ; Vice-Pres., Board of Pub. Educ.
68—William Dick, Secretary, Board of Pub. Education.
68—Dr. Edward C. Kirk, Dean, Univ. of Penna. Dental School.
69—Robert L. M. Camden, Jr., art engraver.
69—Henry S. P. Nichols, Asst. Genl. Counsel, Penna. R. R.
69—Hon. Jacob Singer, lawyer ; Register of Wills ; President, Associated Alumni.
69—Dr. Frank Wister Thomas, physician.
69—Frank R. Watson, architect.
70—Richard L. Austin, Chairman, Federal Reserve Bank, Phila.
70—Milton Goldsmith, author.
70—D. Stewart Robinson, architect.
70—Dr. Jacob K. Shell, physical educator.
71—Benjamin Franklin, Treasurer, Franklin Institute.
71—Dr. Louis J. Lautenbach, ophthalmologist.
71—Hon. Ephraim Lederer, Collector, Internal Revenue.
71—Ormond Rambo, lawyer.
72—Cyrus Adler, President, Dropsie Coll. ; Board of Pub. Education ; scholar.
72—Charles Biddle, lawyer.
72—George Howard Cliff, Principal, Phila. Normal School.
72—James A. Develin, bank president.
73—Dr. Augustus A. Eshner, neurologist, author.
73—Hon. James E. Gorman, judge, Municipal Court of Phila.
73—John F. Lewis, lawyer ; President, Academy of Fine Arts.
74—Rev. Edwin Heyl Delk, clergyman, publicist.
74—James F. Fahnestock, Treasurer, Penna. R. R.
74—David Wallerstein, lawyer.

Class

- 75—Emil P. Albrecht, Secretary, Phila. Bourse.
- 75—Hon. John C. Bell, Attorney General, Penna.
- 75—Hon. Howard A. Davis, judge, Court Common Pleas.
- 75—Charles H. Edmunds, lawyer; Board of Pub. Education.
- 75—T. James Fernley, Secy.-Treas. Natl. Hardware Assn. U. S.
- 75—Albert Rosenthal, artist.
- 75—Peter Woll, manufacturer.
- 76—Rev. George Bickley Burns, clergyman.
- 76—John B. MacAfee, engineer, banker.
- 76—Edwin Wilbur Rice, Jr., President, General Electric Co.
- 76—Rev. Francis M. Taitt, Dean, Convocation of Chester, Pa.
- 77—Felix N. Gerson, poet, journalist.
- 77—Frank M. Howarth, illustrator.
- 77—J. Rutherford McAllister, bank president.
- 77—Frank R. Shattuck, lawyer.
- 78—Francis Burke Brandt, Principal, School of Pedagogy.
- 78—Dr. William A. N. Dorland, lexicographer.
- 78—Hon. William C. Ferguson, judge, Court of Common Pleas.
- 78—Joseph W. Richards, metallurgist; Professor, Lehigh Univ.
- 78—Albert Henry Smyth, author; scholar; Dept. Head, C. H. S. Faculty.
- 79—Hon. A. Lincoln Acker, Sheriff; Collector of the Port.
- 79—George J. Brennan, journalist.
- 79—Hon. George W. Edmonds, Congressman.
- 79—Barr Ferree, editor, art critic.
- 79—Ellis A. Gimbel, merchant.
- 79—Rev. Oliver Huckel, author, lecturer.
- 79—Jacob Weil, Secretary, Federation Jewish Charities.
- 80—Roland P. Falkner, economist, statistician.
- 80—William D. Rorer, Principal, Girls' High School.
- 80—Victor F. Wilson, educator, scientist.
- 81—Oliver P. Cornman, Associate Supt. of Schools.
- 81—Benjamin F. Lacy, C. H. S. Faculty; metaphysician.
- 81—Edgar V. Seeler, architect.
- 82—Rev. George H. Bickley, Jr., Bishop of Singapore.

Class

- 82—J. Howell Cummings, President, John B. Stetson Co.
- 82—Harry B. Hirsch, President, Belmont Iron Works.
- 82—Dr. Joseph P. Leidy, Jr., Board of Mgrs., Associated Alumni; Research Medicine.
- 82—William G. Littleton, banker.
- 82—Charles N. Zeublin, lecturer, publicist.
- 83—Dr. Howard N. Anders, physician, author.
- 83—Dr. John A. Boger, physician.
- 83—Clinton O. Mayer, lawyer, charity worker.
- 84—Louis M. Glackens, artist, illustrator.
- 84—Henry F. Moore, U. S. Deputy Commissioner of Fisheries.
- 84—Edward A. Partridge, physicist, educator.
- 84—James Brown Scott, Solicitor, U. S. Dept. of State.
- 85—Charles Bloomingdale ("Karl"), journalist, playwright.
- 85—George B. Hawkes, lawyer; Treasurer, Assoc. Alumni.
- 85—Daniel B. Shumway, educator, author.
- 85—Rev. Wilson R. Stearly, Bishop Coadjutor of Newark.
- 85—Clinton Rogers Woodruff, lawyer; Civil Service Commissioner.
- 86—John Percy Moore, zoologist, educator.
- 86—Dr. Milton J. Rosenau, sanitarian, professor, Harvard Univ
- 86—Samuel P. Rotan, District Attorney.
- 86—Horace M. Rumsey, lawyer; Vice-President, Assoc. Alumni.
- 86—John L. Stewart, economist, educator.
- 87—Howard W. DuBois, mining engineer; Faculty, C. H. S.
- 87—Hon. Simon Guggenheim, financier; U. S. Senator, Colorado.
- 87—Albert Elmer Hancock, novelist, critic, educator.
- 88—Henry D. Hubbard, educator.
- 88—Leo S. Rowe, economist; Asst. Secy. of the Treasury; professor, Univ. of Penna.; Director, Pan-American Union.
- 88—Dr. Edgar A. Shumway, ophthalmologist.
- 89—Philip P. Calvert, zoologist, educator.
- 89—Chester Nye Farr, Jr., Assistant City Solicitor.
- 89—Maurice M. Feustman, architect.
- 89—James F. Hagen, lawyer; Board of Mgrs., Assoc. Alumni.
- 89—Edward Merchant, Asst. Secretary, Board of Pub. Education.

Class

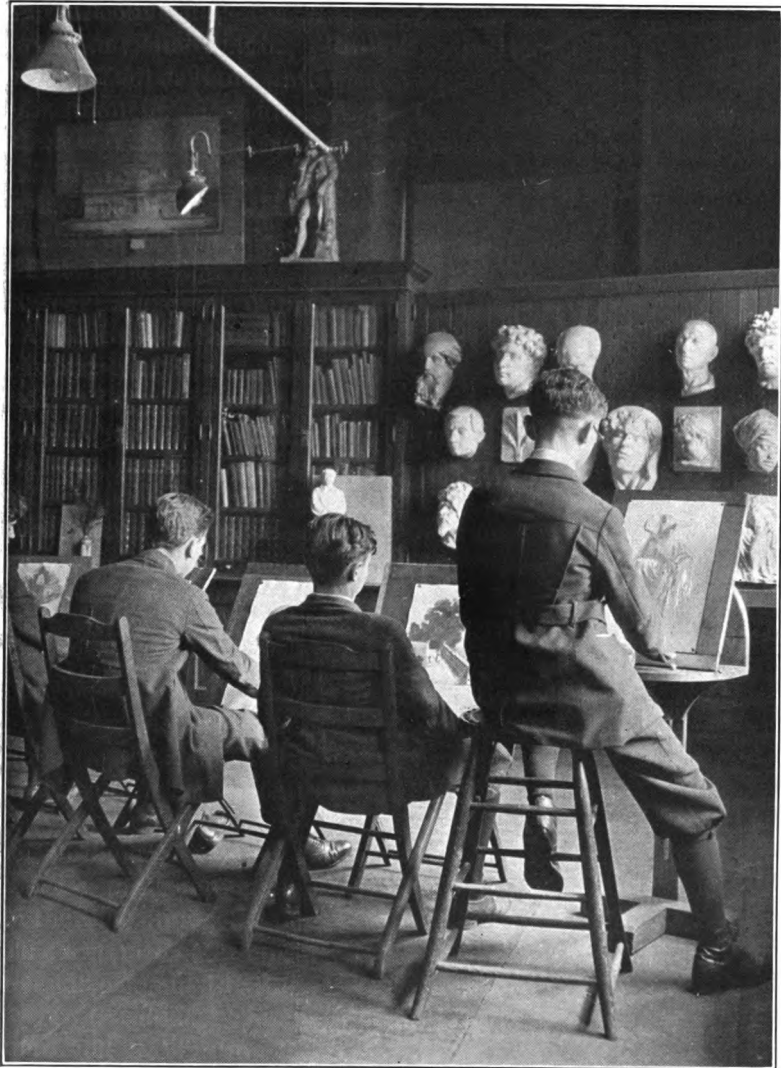
- 89—Alfred H. Newburger, banker.
- 90—William J. Glackens, artist, illustrator.
- 90—John W. Harshberger, botanist, educator.
- 90—Theodore W. Koch, Dante scholar, bibliographer.
- 90—Joseph H. Taulane, Asst. District Attorney.
- 91—William C. Carnell, manufacturer, chemist.
- 91—Charles A. Coulomb, District Supt. of Schools.
- 91—Hon. John Monaghan, judge, Court of Common Pleas.
- 91—Hon. William H. Stafford, Jr., Congressman.
- 92—Jonathan T. Rorer, Dept. Head, William Penn High School.
- 92—Dr. Jay F. Schamberg, dermatologist; professor, Univ. Penna.
- 93—Charles S. Calwell, bank president.
- 93—Bernard Kirschbaum, manufacturer.
- 93—Edgar A. Singer, Jr., educator.
- 93—Joseph N. Snellenburg, merchant.
- 94—Col. Robert M. Brookfield, Faculty, C. H. S.; Commandant, Girard College.
- 94—Dr. George W. Mackenzie, Jr., physician, author.
- 94—Walter E. Weyl, journalist, economist, author.
- 95—Paul R. Heyl, physicist, educator.
- 95—William J. Long, educator; Secretary, Associated Alumni.
- 95—Julius L. Neufeld, Department Head, C. H. S. Faculty.
- 95—Frank L. Newburger, banker.
- 95—James T. Young, Dean, Wharton School, Univ. of Penna.
- 96—William D'Olier, engineer.
- 96—Franklin Spencer Edmonds, lawyer, publicist, legislator.
- 96—Dr. Matthew C. O'Brien, Dept. Head. C. H. S. Faculty.
- 97—Samuel L. Chew, District Supt. of Schools.
- 97—Wm. A. Gray, Assistant District Attorney.
- 97—Isaac Hassler, lawyer; President, Y. M. H. A.
- 97—Dr. Randle C. Rosenberger, bacteriologist.
- 97—William P. Siegert, Deputy Recorder of Deeds.
- 97—Dr. Courtland Y. White, Jr., pathologist.
- 98—Henry Reed Burch, economist, educator.
- 98—Henry J. Gideon, Director, Bureau of Attendance.

Class

- 98—Walter A. M̄atos, astronomer.
- 98—William Hughes Mearns, educator, novelist.
- 98—Percy L. Neel, merchant.
- 98—Louis Nusbaum, Associate Supt. of Schools.
- 98—William H. Ukers, editor, author.
- 99—Dr. William F. Baker, psychiatrist.
- 99—Rev. Charles Wesley Burns, Bishop of Helena.
- 99—Alan Corson, Chief Engineer, Fairmount Park.
- 99—William Clarence Ebaugh, chemist, educator.
- 100—Jules Falk, violinist.
- 100—John Louis Haney, author; President, Central High School.
- 100—Hon. Horace Stern, judge, Court Common Pleas.
- 100—Rowe Stewart, President, Rotary Clubs of the World.
- 101—David Dubinsky, violinist.
- 101—Allison Gaw, educator, author.
- 101—James Gillinder, Jr., manufacturer.
- 101—Harold H. Tryon, theologian, educator.
- 102—Edward P. Dolbey, merchant.
- 102—George W. Geasey, Jr., clerk, Court of Common Pleas.
- 102—Webster King Wetherill, bank president.
- 103—Armand J. Gerson, Associate Supt. of Schools.
- 103—Frank M. Hardt, banker.
- 103—G. Alvin Snook, Principal, Frankford High School.
- 103—T. Henry Walnut, Jr., legislator; Asst. U. S. Dist. Attorney.
- 104—Calvin O. Althouse, Dept. Head. C. H. S.
- 104—Joseph Faltermayer, Secretary, Barnwell Foundation.
- 104—C. Pierie Garde, Jr., journalist.
- 104—Hon. Raymond MacNeille, judge, Municipal Court.
- 104—Conyers Read, historian, educator.
- 104—Royden Keith Yerkes, theologian.
- 105—Charles Edwin Fox, publicist; Assistant District Attorney.
- 105—Walter Gabell, bank president.
- 105—William Clarke Mason, lawyer; solicitor, Phila. & Read. Ry.
- 105—Dr. George Earle Raiguel, publicist.
- 106—Hon. Uteley E. Crane, judge, Municipal Court.

Class

- 106—Benjamin H. Ludlow, lawyer.
106—Albert L. Rowland, Penna. Dept. of Public Instruction.
107—J. Chester Bradley, entomologist.
107—Albert A. Giesecke, Rector, Univ. of Cuzco.
107—J. William Hardt, banker.
107—Maurice Bower Saul, lawyer.
108—Rev. Matthew J. Corcoran, Vice. Pres., Villa Nova College.
108—Hon. Samuel Edelman, U. S. Consular Service.
108—Clarence H. Haring, educator, historian.
108—Dr. Joseph S. Hepburn, chemist; Historian, Assoc. Alumni.
108—Byron A. Milner, lawyer, legislator.
109—Francis B. Haas, Penna. Dept. of Pub. Instruction.
109—Leon Obermayer, lawyer; Historian, Assoc. Alumni; Pres.,
Y. M. H. A.
109—Frank A. Paul, lawyer.
110—Marshall A. Coyne, Asst. City Solicitor.
110—George W. Elliott, City Fire Marshall.
110—Hon. Harry S. McDevitt, judge, Court of Common Pleas.
110—Dr. Martin E. Rehfuss, physician, author.
110—Louis A. Wills, chemist.
111—Samuel Rosenbaum, Asst. City Solicitor.
111—Frank G. Schoble, Jr., manufacturer.
111—Clement Vollmer, educator.
112—Benjamin H. Lehman, educator.
112—Harry G. Rieger, banker.
113—William H. Adolph, educator in China.
113—Stuart L. Kirk, Secy. to Dist. Atty.; Secy. Assoc. Alumni.
114—Dr. Francis G. Harrison, physician, author.
114—Dr. Stanley P. Reimann, pathologist.
114—Bertram C. Schmitt, Cor. Secy., Associated Alumni.
115—Gilbert V. Seldes, journalist, dramatic critic.



A SPECIAL CLASS IN ART

COURSES OF INSTRUCTION

A student on entering Central High School as a Freshman from the elementary schools becomes a member of the H Class. If he wins promotion at the end of a half year he advances to the G Class. The next year, as a Sophomore, he progresses from F to E, and in the third year, as a Junior from D to C. As a Senior he passes from B to A, which is the graduating class of the School. In addition to the Class letter there is also a section number within that class, such as H 2, G 5, F 1, E 4, etc. On the school records all students are classified according to these designations. All written work, drawings, notes of excuse for absence, etc., should indicate the student's class and section as well as his name.

A variety of courses is offered to the student as he enrolls in the School. In choosing his course every student should be guided by his own prospects and probable career in life, as well as by his talents and personal inclinations. No student should elect any course to maintain daily companionship with some grammar school friend. The matter is entirely too important to be decided on such grounds. If any student after entering upon his work feels that he has chosen the wrong course, he should confer at once with his Faculty Adviser or with the President. Proper changes can be made during the first two weeks of any term; but changes thereafter are discouraged, because they usually place the student at too serious a disadvantage in the new class. A change of course may be made at the end of the first or second term; but changes in the upper years of any course are difficult to arrange. It is almost impossible for a student to get satisfactory results if he seeks to change after he has had two years of a course. Every circumstance indicates the need for a careful, well-considered choice in the first place. All parents should understand clearly the character of the course chosen by their sons, so that future requests for changes may be avoided.

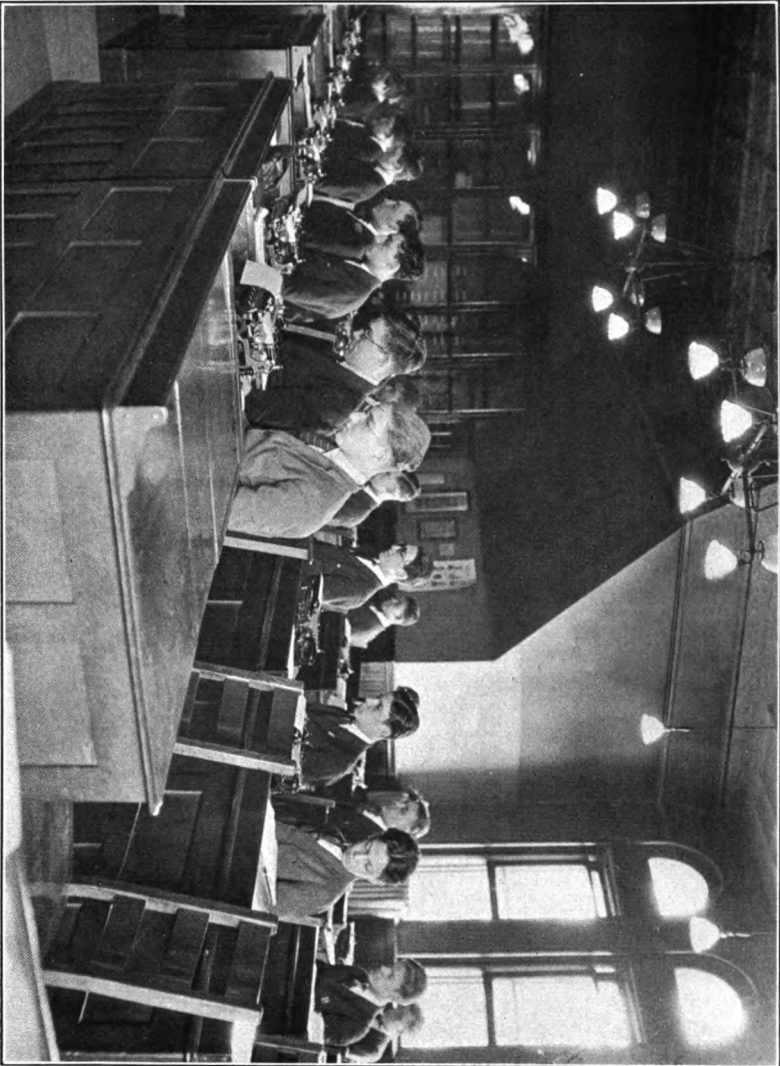
The courses of instruction now offered are as follows:

(1) The *Academic Course*, which stresses the cultural subjects, such as English, Foreign Languages, History, Mathematics, and Science. Latin is the principal foreign language taught in this course and continues throughout the four years. At the beginning of the second (Sophomore) year the student makes an election between (a) the *Classical Course*, which includes three years of Greek and one year of French or German in addition to Latin; and (b) the *Latin Scientific Course*, which includes three years of French or German and additional instruction in Science. Either of these courses could be chosen by students who are preparing for college or who expect to enter the learned professions.

(2) The *Commercial Course*, which gives special instruction in business practice, bookkeeping, typewriting, stenography, commercial law, and similar subjects, in addition to an adequate background of academic subjects, including an election of French, German or Spanish. This course also prepares a student for college and many of its graduates enter the Wharton School of the University of Pennsylvania by certification.

(3) The *Mechanic Arts Course*, which gives special instruction in wood work, metal work, shop practice, drafting, and allied manual arts, in addition to a background of academic subjects, including a course in French or German. Like the preceding courses, this course prepares for college and is chosen by many students who expect to enter technical institutions or the engineering departments of our universities.

(4) The *Industrial Arts Course*, which is distinctly vocational in character and qualifies the student for a career in Architectural Drafting, Mechanical Drafting, Carpentry, Pattern Making, Cabinet Making, Machine Construction, or Electrical Construction. No foreign language is taught in this course and in other respects it does not meet the entrance requirements of colleges. A student who expects to prepare for college or for schools of engineering should therefore not elect this course. Occasionally the graduates of this course are able to qualify for college by outside study of required subjects, but in general the Industrial Arts Course should be chosen only by those students who wish to gain practical experi-



A CLASS IN TYPEWRITING

ence and theoretical instruction in certain trades, in addition to a well balanced group of academic subjects to round out the more distinctly vocational training.

In February, 1923, a revised course of study will be introduced in the High Schools of Philadelphia. New students in the Central High School may thereafter elect a less comprehensive course characterized chiefly by the curtailment or omission of instruction in foreign languages. The shorter course should not be chosen by students who are candidates for the degree conferred by the School.

COMPLETING THE COURSE

At the present time many boys and girls throughout the United States enter high school without any definite intention of completing the course. Some wish to try high school instruction for a year or so to find out what it is like; others admit frankly that they attend only because of compulsory education laws and intend to leave when they have reached the legal age. Out of every hundred pupils who enter the public schools, about fifteen complete the high school course, and about three graduate from college.

This low percentage should make every serious minded boy reflect. Statistics show that the average person with only an elementary education can earn about \$500 a year; the average high school graduate earns over \$1000 a year; the average college graduate over \$2000 a year. Since the War the figures have been higher in all three grades, but relatively they are the same. Lack of education is recognized everywhere as a handicap in the race of life; no sensible boy can afford to take a chance upon personal influence or good luck overcoming the obstacles that imperfect training puts in his way.

Every two years there appears a book called "*Who's Who in America*", which is a directory of all the men and women who are doing noteworthy work or who have responsible positions to fill. The 1922-1923 edition listed over 24,000 such persons. An examination of their educational qualifications indicates that about 59 per cent. are college graduates, 14 per cent. attended college but did

not graduate. This accounts for nearly three-quarters of the entire list. Of the remaining 27 per cent., about 18 per cent. had a secondary education, and about 9 per cent. had an elementary training. Such a calculation would not serve, however, to prove the value of a high school education for an ordinary career in manufacturing or mercantile activities, in which the individual did not win a sufficiently prominent position to merit listing in "*Who's Who*". It is safe to say that for such a career the high school graduate has from eight to ten times as good a chance for success as the elementary school graduate.

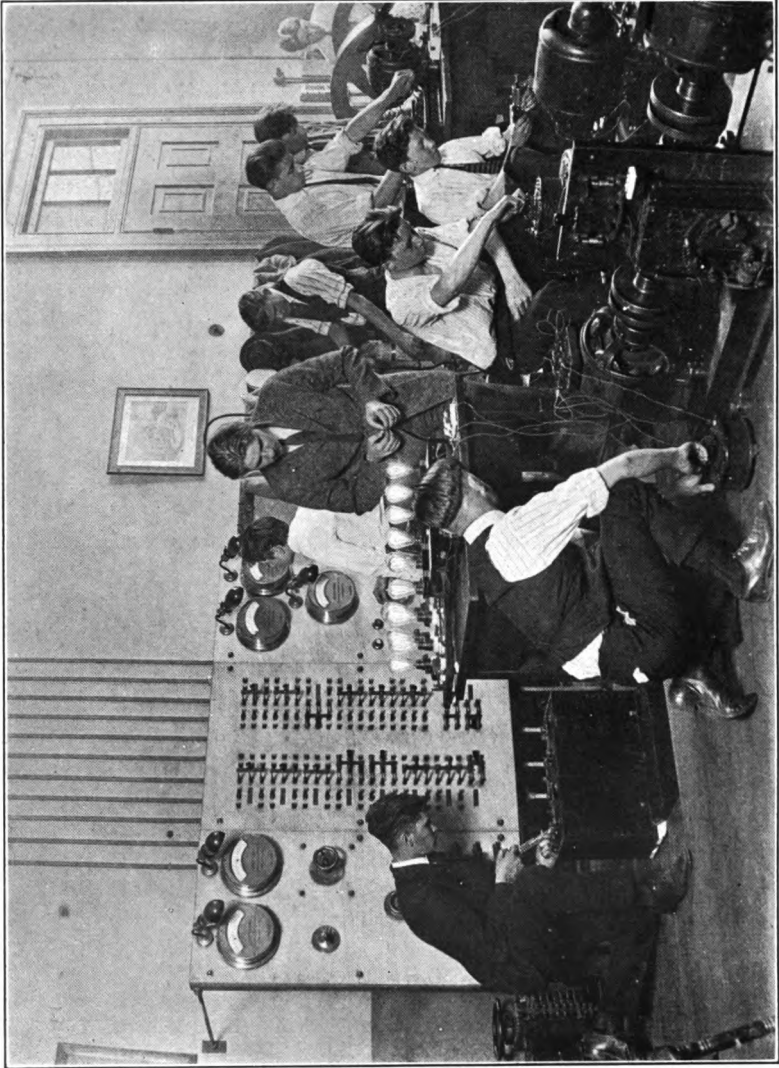
Every boy who is not enthusiastic about completing a high school course should ask himself these questions: What is becoming of my former schoolmates who dropped out in the lower classes? Are their chances as good as mine? What will my prospects be if I drop out? Would any unprejudiced employer give me the same opportunity that he would give to a high school graduate?

As a rule, it is not difficult to make a boy understand the advantage of completing the course if he has reached the Junior Year. Most of the dropping out occurs during the Freshman and Sophomore Years, to the great loss of the community and of the country, as well as of the individuals themselves.

A statistician figured that every day spent in high school is worth \$25 in earning power to a student, while every day spent in college is worth \$55. Whether these figures are accurate or not, it is evident that education provides other results than mere increase in earning power. An educated person has greater breadth of vision and is better able to enjoy the benefits of civilization. He gets far more out of life because he has been trained to think in terms of his community, his country and of mankind in general. Such an outlook on life should make him in every respect a better and more useful citizen.

GRADUATION

At graduation the degree of Bachelor of Arts is conferred upon those who have completed the Classical Course or the Latin Scientific Course; the degree of Bachelor of Science in Economics is con-



A BUSY GROUP IN THE ELECTRICAL SHOP

ferred upon those who have completed the Commercial Course; the degree of Bachelor of Science is conferred upon those who have completed the Mechanic Arts Course; the diploma of the School is awarded to those who have completed the Industrial Arts Course.

The diploma of the school is likewise awarded to those who, after February, 1923, complete the less comprehensive Academic, Commercial, or Mechanic Arts courses that are to be instituted at that time.

TERMS AND HOLIDAYS

The school year extends from September 8th to June 26th inclusive, and is divided into two terms. The first term begins on September 8th, and the second term begins on February 1st following. Each term is approximately twenty weeks long.

School Holidays are as follows: Thanksgiving Day and the Friday following; Christmas Day to New Year's Day inclusive; the week preceding Easter Sunday; Memorial Day. School is dismissed at noon on Lincoln's Birthday and on Washington's Birthday.

THE DAILY SCHEDULE

Regular sessions are held from 9.00 to 2.15 o'clock, including Assembly exercises (9.00 to 9.15 o'clock) and six periods of 45 minutes each, with 30 minutes for recess. Seniors (A-B) and Freshmen (G-H) have the First Recess (11.30-12.00) after their third period; Juniors (C-D) and Sophomores (E-F) have the Second Recess (12.15-12.45) after their fourth period. The full schedule for all classes is as follows:

Classes A-B-G-H		Classes C-D-E-F	
Assembly	9.00— 9.15	Assembly	9.00— 9.15
1st Period	9.15—10.00	1st Period	9.15—10.00
2nd "	10.00—10.45	2nd "	10.00—10.45
3rd "	10.45—11.30	3rd "	10.45—11.30
Recess	11.30—12.00	4th "	11.30—12.15
4th Period	12.00—12.45	Recess	12.15—12.45
5th "	12.45— 1.30	5th Period	12.45— 1.30
6th "	1.30— 2.15	6th "	1.30— 2.15

Because of the present crowded condition of the School certain classes have to attend at other hours than these indicated in this schedule. The schedule will be further modified in February, 1923, when the school-day will be extended from 8.30 to 4.45 o'clock.

ATTENDANCE TAKING

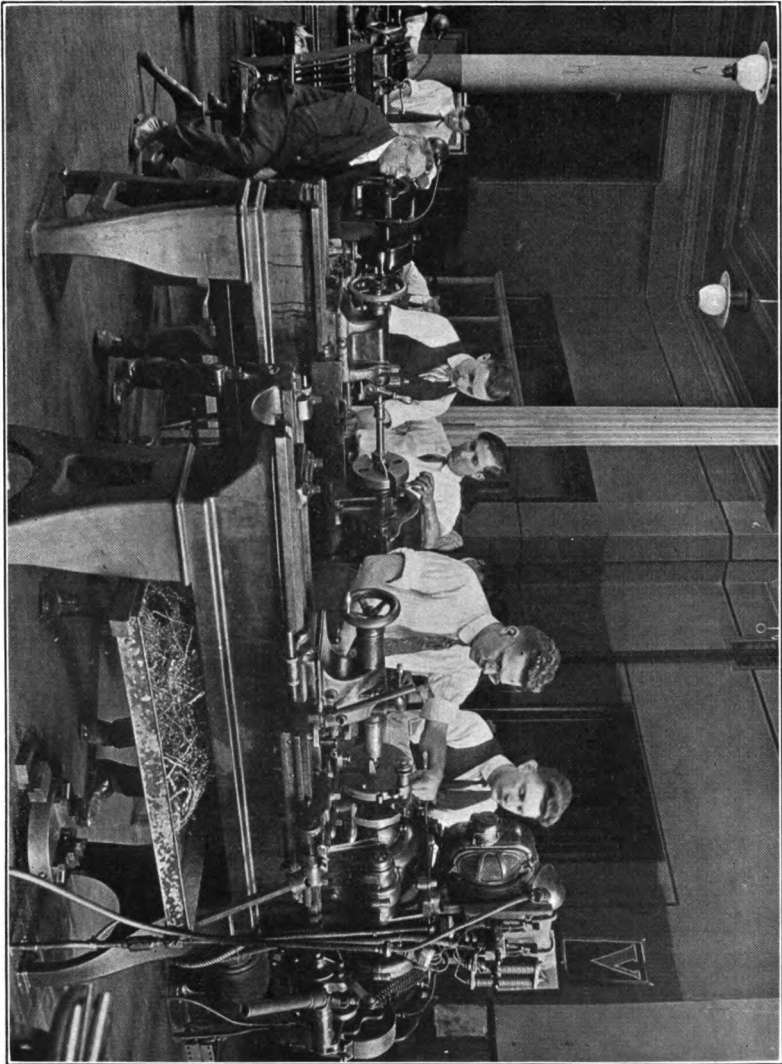
Students are admitted to the basement of the School as early as 8.30 o'clock. At 8.45 or as soon thereafter as possible, they report to their Advisers in designated rooms and are marked present. Then they proceed directly to the Assembly Room. A warning bell rings at 8.59 to indicate that the students have one minute more in which to reach the Adviser's room. Any student not marked present when the next bell rings at 9.00 is counted as being late or absent.

LATENESS AND ABSENCE

Students who fail to reach the Adviser's room by 9.00, and others who arrive between 9.00 and 9.15, should report at once to the Late Committee in Room 114. Students who arrive after 9.15 should report in the Office (Room 102). Each lateness is entered as one demerit against a student's record; failure to report properly as indicated carries a penalty of two demerits for each case of neglect.

No student should miss an entire day's instruction because circumstances would require his reporting late in the day. Even if the student cannot arrive before noon he should report at the Office and give proper explanation for his lateness. He will then receive a slip admitting him to the remaining classes of the day.

All students who have been absent for any length of time are required to bring a note from either parent explaining the reason for the absence. Such notes should have the name and section of the student written at the top, and should indicate the exact length of absence. These notes may be handed to the Adviser when attendance is taken or may be brought direct to the Office. "Cutting classes" or staying away from school without the parents' knowl-



IN THE MACHINE SHOP

edge is regarded as a serious offense. If an interview with the student's father does not prove effective in stopping such breach of discipline, the case is reported to the truant officers.

THE ASSEMBLY

No regular seats are assigned to individual students in the Assembly Room. The School is now so large that it would fill the Assembly Room twice over. Blocks of seats are allotted on the following plan:

Class A—Rows	1—6	Center	Class E—Rows	9—19	South
“ B— “	7—11	“	“ F— “	1— 8	“
“ C— “	12—15	“	“ G— “	14—19	North
“ D— “	15—18	“	“ H— “	1—13	“

The Commercial H students take seats in the north half of the Gallery. Commercial G-F-E students take seats in the south half of the Gallery. Commercial A-B-C-D students take seats on the main floor of the Assembly Room on the rows indicated above.

As soon as the Assembly Room is filled each morning the remaining students proceed at once to the Lower Assemblies in Room 121 or in the other rooms on the north side of the first floor from 117 to 103. No students are permitted to stand in any part of the large Assembly during the morning exercises. Attendance must be limited at all times to the seating capacity of the room.

The Editor-in-Chief of the Mirror occupies the first seat on the first row to the north of the center aisle, with his staff at his right on the remaining seats on that side; the President of the Senior class occupies the corresponding seat on the south side of the center aisle with the Class officers at his left. The first seat on the first row of the Freshman section is occupied by the Freshman who carries the announcements each morning to the Lower Assemblies.

Although the Assembly exercises last only fifteen minutes, there is usually time for singing by the School as well as for public speaking by members of the Senior Class. On Fridays there is a musical program or an address on some topic of general interest.

From time to time there are Student Assemblies, in which the

exercises are entirely directed by the officials of the Student Council. On such occasions the President and the Faculty are not present.

Dismissal from Assembly is under the direction of a Faculty Committee which has formulated a plan to avoid confusion or undue crowding. Students must always move as directed by the Committee at the time of dismissal.

MUSIC AT C. H. S.

The students of Central High School have ample opportunities to develop a taste for good music. The Orchestra and the Glee Club give concerts during Assembly from time to time, and occasionally visit other schools for the same purpose.

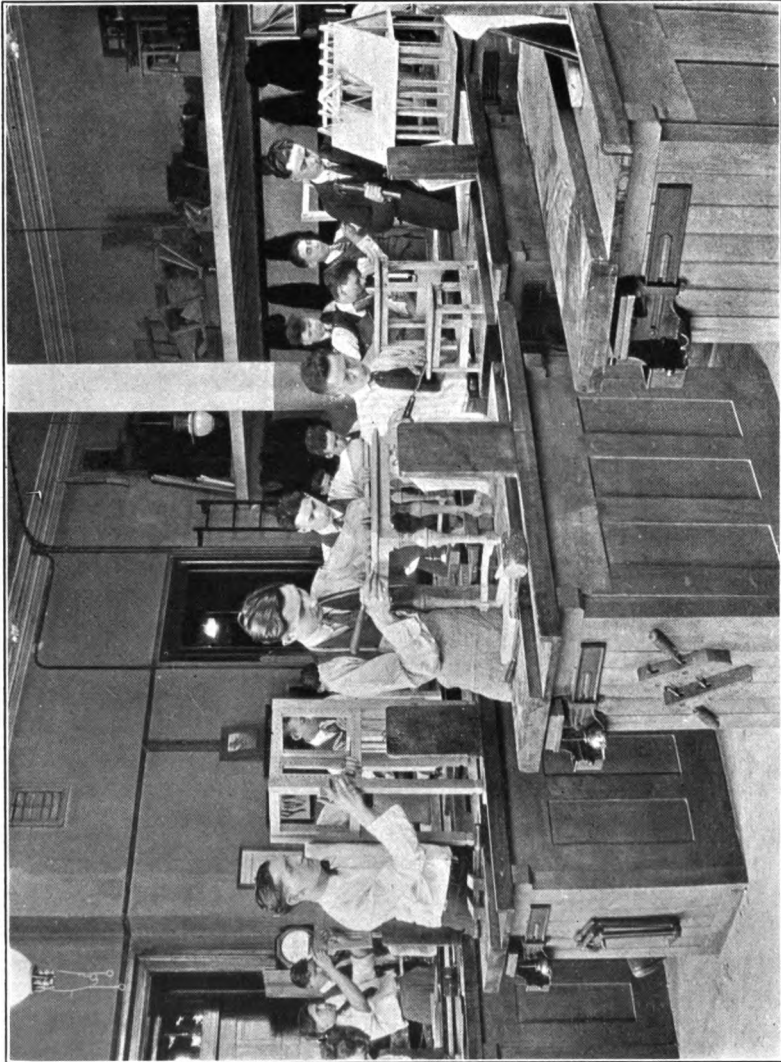
Every Friday morning there is a special musical program at Assembly, at which visiting soloists, as well as our own students, are heard. Among the visiting soloists in recent years have been Messrs. David Dubinsky, Hans Kindler, Piotr Wizla, Gurney Mattox, Henry Such, Frank Irving, Henry S. Fry, and Arthur Seymour, and Misses Adeline P. Noar, Kathryn Noll, Rosalia Phillips, and Reba Patton.

The Mary Gaston Barnwell Foundation has recently authorized the printing of a new revised edition of the C. H. S. Songbook, compiled by Professor Thaddeus Gorecki. A copy of that song book will be presented to each student with the compliments of the Foundation.

THE CLASSROOM

In going from Assembly to the first classroom or in changing classes later in the day, students should move briskly to avoid loss of time. There is no stipulated time allowed to reach the next room. Students who stroll leisurely into a classroom long after the rest of the section have arrived must expect to account for their lateness. Students should not go to their lockers between periods for any purpose, except at the beginning of their lunch or recess period.

On entering the classroom a student should take his proper seat and should stay there, subject to the teacher's instructions. At



OUR FUTURE CABINET-MAKERS

the end of the period he should not rise when the bell rings, but should await dismissal by the teacher.

Students are especially warned not to tamper with apparatus or chemicals in the laboratories. The same warning applies to school equipment in any part of the building.

THE LIBRARY

Up to the present time the Alumni Library (Room 122) has been used mainly as a trophy room and an informal study-hall. After February, 1923, it will be properly equipped for library purposes, with a regular Librarian in charge. The Barnwell Foundation has made provision for an adequate collection of books to supplement the Memorial Library brought together by the Associated Alumni. The Foundation is likewise developing plans for the future extension of the library facilities.

THE GYMNASIUM

As the instructors in Physical Training have to handle the students in large groups, special rules are necessary for the regulation of sections during those periods. The rules covering behavior on the floor of the gymnasium, use of the lockers and showers, checking of valuables, etc., will be explained when a section first reports in the Gymnasium.

The work in Physical Training must necessarily end before the ringing of dismissal bells, to give students ample time to dress, but no students are permitted to leave the Gymnasium until they have been dismissed by the teacher in charge.

THE OBSERVATORY

Although only the Senior Class receives formal instruction in Astronomy, the younger students are usually much interested in that science and appreciate the occasions when they are invited by the Professor of Astronomy to view solar eclipses or unusual sun-



THE ASTRONOMICAL CLUB AT WORK

spots. The regular classes in Astronomy frequently report at night for observations and lectures.

The part of the building set aside for Astronomy includes Room 401, all tower rooms above the fourth floor, and the two domes for equatorial telescopes. When Central High School moved into its present home in 1900, Professor Monroe B. Snyder, secured admirable equipment not merely for purposes of instruction, but also for research and scientific observation, especially in the field of astrophysics. He secured for his department official recognition as the Philadelphia Observatory and became its first Director.

Unfortunately a disastrous fire on March 9, 1905, ruined the fifteen-inch telescope in the larger dome and destroyed most of the apparatus in the tower. There has been no complete rehabilitation of the Observatory since that date; classes in Astronomy have, therefore, been using the six-inch telescope in the smaller dome. A valuable astronomical library is included in the equipment, but no appropriations have been available in recent years to keep it up to date.

TRAFFIC REGULATIONS

Students enjoy unrestricted freedom in moving about the corridors from room to room, but should not abuse their privileges by racing or indulging in horse-play. To avoid congestion on the stair-cases the following rules should be carefully observed:

1. *Keep to the right* along all stairways and corridors.
2. *Front Stairways*: *Up* on the North side; *down* on the South side.
Rear Stairs (Main Building): *Up* only.
Rear Stairs (Assembly Room): *Down* at 9.15; *both ways* at other times.
S. E. Fire Tower (Main Building): *Down* only.
Fire Escapes: *Up* and *Down*.
3. No student shall go above the *First Floor* during the recess period.
4. During a *Fire Drill* all stairways are available to go *down*.

THE BASEMENT

Students are urged to co-operate in helping to keep the basement neat and clean at all times. All papers and refuse should be placed in the large cans that are provided for that purpose. Bicycles may be left in the basement, but should be secured by a strong lock; they must not be stacked near doorways to classrooms or laboratories, or in front of lockers.

Students are not permitted to pass through the engine room or any part of the power plant of the School. Those who wish to go from the basement of the main building to the basement of the annex or vice versa must go by way of the first floor.

THE LOCKERS

Modern steel lockers have been provided on the second, third, and fourth floors. A student is required to deposit twenty-five cents for the key to his assigned locker. This deposit is returned when the student surrenders the key on leaving school or on graduating.

The lower classes receive lockers in the basement and are required to furnish their own locks. Students are urged to buy strong padlocks of good quality for those lockers, as cheap locks usually prove unsatisfactory.

THE RECESS PERIOD

At dismissal for recess all students should proceed to the Lunch Room in the basement of the annex as promptly as possible. Much confusion can be avoided if students purchase their lunch coins before school, or if one student is sent to the basement from each section at 10.45 to purchase the coins for that group. Students who fail to secure the coins in that way are required to form in line at the booths to purchase the coins at recess time and to form similar lines at the counters where the food is served. In view of the overcrowded condition of the School everyone is urged to co-operate as far as possible in preserving order and thus facilitating the service.

Good manners, courtesy, and the avoidance of horse-play are especially important in the Lunch Room.

Students who bring their own lunch may eat it in the Lunch Room or in the basement corridors, but not in any classroom nor in the first floor corridors.

Students at recess are not permitted to go above the first floor level until the bell rings at the end of recess.

THE OPEN RECESS

In pleasant weather students may leave the building at recess time with the understanding that they shall not cross to the south side of Brandywine nor to the west side of Fifteenth Street. They are permitted to cross to the north side of Green Street between Broad and Fifteenth Streets. Students in the Broad Street Annex shall not go beyond the school pavement at recess except to cross to the main building.

These bounds are established so that there may be no complaints from residents in the neighborhood of the School. As long as students respect the bounds and thus safeguard the School's long established reputation for causing little or no annoyance to our neighbors, the open recess will be continued.

THE LUNCH ROOM

A well managed lunch room in the basement of the Annex provides a variety of food at low prices. When a student takes his place at the counters where food is dispensed, he should have a proper supply of lunch-checks on hand, as no money will be accepted there.

Students are urged to co-operate with the authorities in keeping the lunch-room clean of waste paper and other refuse. At convenient places proper receptacles are provided for such waste. Everyone should take pride in keeping the Lunch Room in such condition that visitors may be taken there at any time.

LOST AND FOUND

All losses should be reported promptly to the Office (Room 102) where a memorandum will be made of the loser's name and section.

All articles found should be brought directly to the Office. The loser should report immediately after school to ascertain if the lost articles have been turned in. If such articles are not claimed within a reasonable time they will be turned over to the finder.

FIRE DRILLS

Fire Drills are held at intervals and every student should become familiar with the procedure during such drills. The alarm is three distinct rings of the dismissal bell repeated several times in quick succession. Whenever that signal is given, all classes must discontinue all work at once and leave the building as promptly as possible according to the schedule posted in each room and under direction of the teacher in charge. No student should venture to disregard a teacher's orders during a fire drill, as such disobedience is considered a serious breach of discipline.

Students who are inclined to regard a fire drill as a perfunctory matter should remember that we have had serious fires in the main building and in the Industrial Arts Annex. When the alarm is sounded, it may be for a real fire, not a mere drill.

THE OLD CENTRAL HIGH SCHOOL

The building at the southeast corner of Broad and Green Streets, popularly known as "the old Central High School," is now officially Annex No. 1. Within its walls the work of the School was carried on from 1854 to 1900. Since that time the old Assembly Room has been converted into a machine-shop, while various classrooms formerly devoted to academic subjects have become shops for teaching wood-work, metal-work, or electrical construction. A large forge-shop was erected in the yard on the Green Street side.

Virtually all of the technical and academic work of the Mechanic Arts classes is now conducted in that building. In spite of its fine traditions, however, the structure is no longer satisfactory for

modern needs and does not offer proper facilities for carrying on the courses in Mechanic Arts.

THE INDUSTRIAL ARTS ANNEX

Still less satisfactory is the old building at 17th and Wood Streets, formerly the home of the Central Manual Training School and now known as Annex No. 2. Visitors to the Annex often express their appreciation of the fine spirit shown by teachers and students alike in carrying on their work under the present discouraging conditions. All who are interested in vocational training will be pleased to learn that a new Vocational Arts Annex for Central High School is among the structures recommended by Superintendent Broome in the building program for 1923.

REPORTS

Reports of scholastic standing are issued to all students three times during each term: (1) At the end of the seventh week; (2) at the end of the fourteenth week; (3) at the end of the term.

The second report covers the entire fourteen weeks, not merely the work of the second seven weeks. The third report is the final rating in the subject.

Attainment in each subject is rated by letters as follows: E (Excellent); G (Good); F (Fair); P (Poor); D (Deficient). The ratings, E, G, and F represent passing marks; P and D represent failure. A rating of F should not satisfy an ambitious student, as it often represents little more than a bare passing mark and leads to a rating of P in the following term if the fundamentals of the subject have not been properly learned. A rating of G implies a meritorious grade, usually the result of careful and regular preparation of lessons, of close attention to the teacher's instruction, and of thorough grasp of the principles involved. The rating of E means distinction and can be earned only when the student's work is conspicuous for accuracy, originality, and completeness. The rating of P usually implies a partial failure resulting from lack of understanding or of application. The rating of D indicates com-

plete failure, which results, as a rule, from inattention, irregular attendance, or indifference on the part of the student.

When the reports are issued for the first and second times, they should be returned promptly with the father's signature; when they are issued at the end of the term they are to be kept by the student. If a parent does not understand the report clearly or cannot account for his son's failure to make satisfactory progress, he should call at the School for an interview with the teacher concerned or with the President. Frequently such interviews are of the greatest benefit to the student, as they establish a clearer understanding between the home and the School.

HOW TO STUDY

Presumably every boy ought to know how to study long before he reaches the High School, but as a matter of fact many boys never learn that important art. Some boys seem to be able to "get a lesson" in a few minutes; why do others fail to do so after several hours of effort? Usually the answer is twofold: (a) lack of definite plan; (b) lack of concentration.

When a student sits down to study his lesson, he should have a clear idea of what he is trying to do. He should have his textbook, dictionary, paper, pencil, eraser, and any other needed material at hand. He should make certain that he understands fully whatever may be preliminary to that lesson. The general arrangement and scope of the textbook should be familiar to him, so that he may quickly perceive what bearing his particular lesson has on the rest of the subject. Usually it pays to make a rapid survey of the entire assignment before settling down to master the details.

Concentration is essential to secure good results. No student need hope to accomplish much if he permits his mind to wander from the subject at hand to a variety of other interests. In studying mathematics and foreign languages in particular, the student should try to "dig things out" for himself. Those who ask the teacher or the brighter students to explain every difficulty do not often get the full benefit of study.

Lessons should be prepared regularly and reviewed frequently. A student should never acquire the habit of taking a chance by knowing only certain portions of the assignment or by studying only on days when he expects to get a question. No student should permit himself to lag behind the class. If absence puts the student back, he should make up the work as promptly as possible.

PROMOTIONS

There are no final examinations to determine promotions from one class to another. A student who earns pass marks or better (F-G-E) in all subjects wins promotion to the next class "without conditions." The Faculty also promotes "with conditions" all students who fail in subjects representing not more than a stipulated number of periods of instruction. Such conditions may be passed in various ways: (1) By excellence of work in the same subject in the advanced class; (2) by certain required home work or reports; (3) by tests or reviews at designated times during the term. As far as possible the Faculty encourages students to remove conditions before the end of the term, so that more attention may be given to current work.

The newly established Summer High Schools (beginning 1922) offer an excellent opportunity to clear a student's record between terms, but every student should remember that there is no such opportunity at the end of the first term. However, a student should understand at all times that his teachers are interested in seeing him win promotion and will advance him as rapidly as his attainment permits. Being left in the class is a source of humiliation and discouragement for the student, but it is also an annoyance to the teachers and an economic waste from the point of view of the taxpayer. Instruction that has to be repeated must be paid for twice, so that the student who fails is making trouble and expense for others as well as for himself. Needless to add, the student who tries to win promotion by cheating is foolish as well as dishonest, and deserves just as little consideration as he will get.

SPECIAL ROSTER STUDENTS

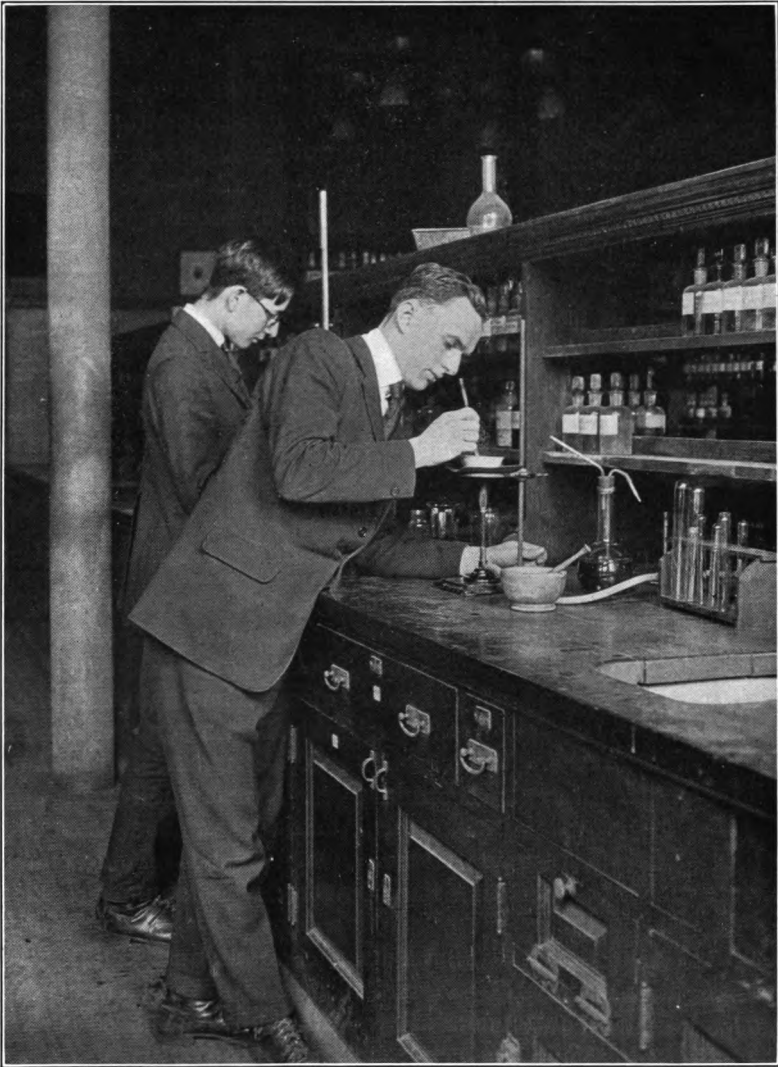
Students who for any reason fail to achieve promotion are provided with "special rosters" carrying instruction in those subjects in which they are weak. Such students may be excused from repeating a course in which they have done satisfactory work to obtain the necessary periods to roster a course that they need. Whenever students are left in class with conditions from a previous class still against them such special rosters are imperative and must carry instruction in the back condition.

FACULTY ADVISERS

A member of the Faculty is assigned at the beginning of each term to act as Adviser to a particular section. His duties are to check the attendance every morning, to prepare and issue reports, and to act as a personal counsellor to the students in his group. Every section has such an Adviser and every boy in that section should look upon him as one who is interested personally in the welfare of those who make up his designated group. Every student should feel free to bring his problems and his difficulties to his Adviser. After reports are issued for the first and the second time each term, the Adviser will investigate all cases of serious failure and seek to set the student right, so that there may be a minimum of failures at the end of the term. Frequently much good can be accomplished by an interview between parents and the Faculty Adviser.

STUDENT ADVISERS

To each section of the incoming Freshman Class is assigned a member of the Graduating Class as a Student Adviser, whose chief duty is to explain to that section the traditions of the School and to make the younger students feel that they have a particular "big brother" among the Seniors. Every Freshman should feel free to consult his Student Adviser on any question upon which he wishes to get an older student's point of view.



IN THE CHEMICAL LABORATORY

VOCATIONAL GUIDANCE

Most boys have vague or uncertain ideas as to what they want to do or what they are best fitted for when they complete their schooling. In some cases they wish to follow professions for which they have few or no qualifications. A Faculty Committee on Vocational Guidance holds meetings at 2.15 o'clock on Wednesday afternoon each week to confer with students who seek advice in regard to choice of course or preparation for a particular calling or profession. Parents and teachers are invited to consult with the Committee at these weekly meetings. In some instances this Committee can assist worthy students to secure positions after school or for vacation time, as many applications for the services of Central High School boys are made in the course of the school year.

The personal conferences help the student to discover in what lines of work he is most likely to succeed; to find out what vocational opportunities are open to him; to learn how his school studies can help him to choose his life work; and to know how to use his leisure time to best advantage in order to prepare for his future career.

When the student discusses his problem with the Committee his school standing, his home environment, his special interests and ability, are taken into consideration. After this interview the Committee consults with teachers, C. H. S. Alumni, or other business men who have particular knowledge or experience that would be helpful. The facts are next discussed by the Committee, which is made up of representatives of the different departments of the School and types of occupation. The student is then advised and sometimes receives a letter of introduction to an employer or other person who is in a position to help him along.

As the time for a student's graduation draws near, he should take advantage of the opportunity offered by the Committee on Vocational Guidance to discuss with them his own case. The important question of his going to college or directly to work has to be settled. Parents can arrange for interviews with the Committee by communicating with Professor M. David Hoffman, Chairman, or

Professor Philip C. Gaul, Secretary. Employers who wish to secure the services of a Central High School student are requested to address their letters to the Secretary of the Committee.

COLLEGE GUIDANCE

Most students who reach the upper classes desire to attend college either for advanced academic instruction or for pre-professional training. In many cases such students are unfamiliar with college entrance requirements and must ascertain whether they can be admitted by certificate to the chosen college, or whether examinations are imperative. At present, students in the upper half of the graduating class may be admitted to the University of Pennsylvania by certification, but in most other instances certain examinations may be required. Some students should be encouraged to take part of their college entrance examinations in advance of graduation. A Faculty Committee on College Guidance, under the Chairmanship of Dr. Ellwood C. Parry, will advise all students who are interested.

DISCIPLINE

Central High School is proud of its reputation as an institution where the great majority of students are eager to make the most of their opportunity to get unusual training, but it also has its share of indifferent or careless boys. When such boys are reported at the Office for disorder, impertinence, "cutting" classes, or similar offenses, their names are recorded in the Discipline Book with a certain number of demerits. When a student has received a total of six demerits in one term, his father is summoned for an interview. In extreme cases a student may be placed on probation, which means that he will be dropped from the rolls of the School if his behavior does not improve.

Many boys take pride in the fact that their names never appear in the Discipline Book during the entire four years of their course at Central High School.

SMOKING

Students need hardly be told that smoking in the vicinity of the School or on Houston Field will not be tolerated. Whatever else may be said of the practice of smoking, no competent authority has ever recommended it as beneficial for boys of high school age. A student who violates the rule against smoking is required to bring his father or his mother for an interview with the President.

According to an article in *The American School*, a significant investigation was recently made in the high school at Winfield, Kansas. The 341 boys in that school were asked to state frankly whether they smoked habitually, occasionally, or not at all. About 14% were grouped as habitual smokers, 28% as occasional smokers, and 58% as non-smokers. At the end of the term the general distribution of ratings for the term's scholastic work was approximately as follows:

Winfield, Kansas	%	Grade Attained				
341 Boys		E	G	F	P	D
A—Habitual Smokers	14	4	5	8	18	33
B—Occasional Smokers	28	4	17	29	30	37
C—Non-Smokers	58	92	78	63	52	30
Total.....	100	100	100	100	100	100

These figures prove either that dull boys smoke, or that smoking makes boys dull. Possibly both statements are true.

CHARACTER BUILDING

A Freshman who comes to Central High School from an elementary school is still a good bit of a boy; a Senior who is soon to graduate is usually a responsible, self-respecting young man of whom the School has every reason to be proud. One of the most important tasks of the School is to bring about this change as effectively as possible for the student's benefit. The School must therefore do more than teach the subjects of the classroom and the labo-

ratory. In many ways it seeks to impress upon every student that sense of personal responsibility which must be developed if the best traditions of the School are to be maintained.

Central High School takes pride in those boys who are honorable, straightforward, and manly; it discourages the few boys who attempt to do things that are mean, vulgar, or dishonorable. In various ways every student is revealing himself to his teachers and his classmates as a young gentleman, unselfish and courteous in manner, or perhaps, unfortunately, as a sneak, a bully, or a liar. Many a student who takes an active part in the social and athletic life of the School manages to overcome traits of selfishness and other bad qualities before they become ingrained. No matter how much academic knowledge or vocational skill Central High School may impart to its students in the classroom or the shop, it is not satisfied unless it also makes them men of sterling character.

BARNWELL HONOR ROLL

The establishing of the Barnwell Honor Roll was one of the first proposals approved by the Trustee of the Barnwell Foundation. A place on the Barnwell Honor Roll is not merely a matter of scholastic standing, but of gentlemanly behavior and good school citizenship. Although high marks are not required, a candidate for such honors should do reasonably well in his studies and should be clear of back conditions. His discipline record should be good, though only the more serious offences, such as lying, cheating, stealing, or "cutting" debar a student from further consideration. However, a student is unlikely to be recommended if he has more than five demerits for minor misconduct.

The Barnwell Honor Roll is made up each term in an interesting manner that permits many factors to be considered. First of all, the members of the Faculty are asked to make recommendations from the sections that they teach. In making these recommendations the Faculty are asked to bear in mind the following questions about the student concerned:

1. Is he morally clean? Is his speech clean? Is he physically clean?
2. Is he unselfish? Does he observe the Golden Rule?
3. Is he conscientious in performing his duties? In his work does he merely "get by" or does he "make good"?
4. Is he courteous, quiet, and gentlemanly in his conduct?
5. Is he a good school citizen? Does he co-operate in keeping good order and in promoting school activities?
6. Does he contribute to the improvement of the life of the School? Does he thoughtfully respect school property?

Probably not many students could meet all the qualifications implied in these questions, but those who meet most of them will secure the recommendation of their teachers. As soon as all the members of the Faculty have completed their recommendations, the lists are taken in hand by the Barnwell Honor Roll Committee, which determines the following facts about each student recommended:

1. How many of his teachers recommend him?
2. What is his scholastic standing?
3. What is his discipline record?

Those who meet the requirements established by the Committee are enumerated in a second list, which is submitted to the Student Council for comment. No veto power rests with the Student Council, but in some instances that body of representative students may happen to know that a particular student is unworthy of being placed on the Honor Roll. Any comment or criticism made by the Student Council is investigated by the Committee, and if sustained debars the student in question from further consideration. The revised list is finally submitted by the Committee to the Faculty, who by affirmative vote grant the appropriate badges to the students thus recommended. The actual presentation of badges is usually made in Assembly early in the term following the winning of the awards. Members of the graduating class receive their awards near the end of the A term.

Students who meet the requirements of the Barnwell Honor Roll and who are approved by the Faculty will receive the following badges in ascending order of merit:

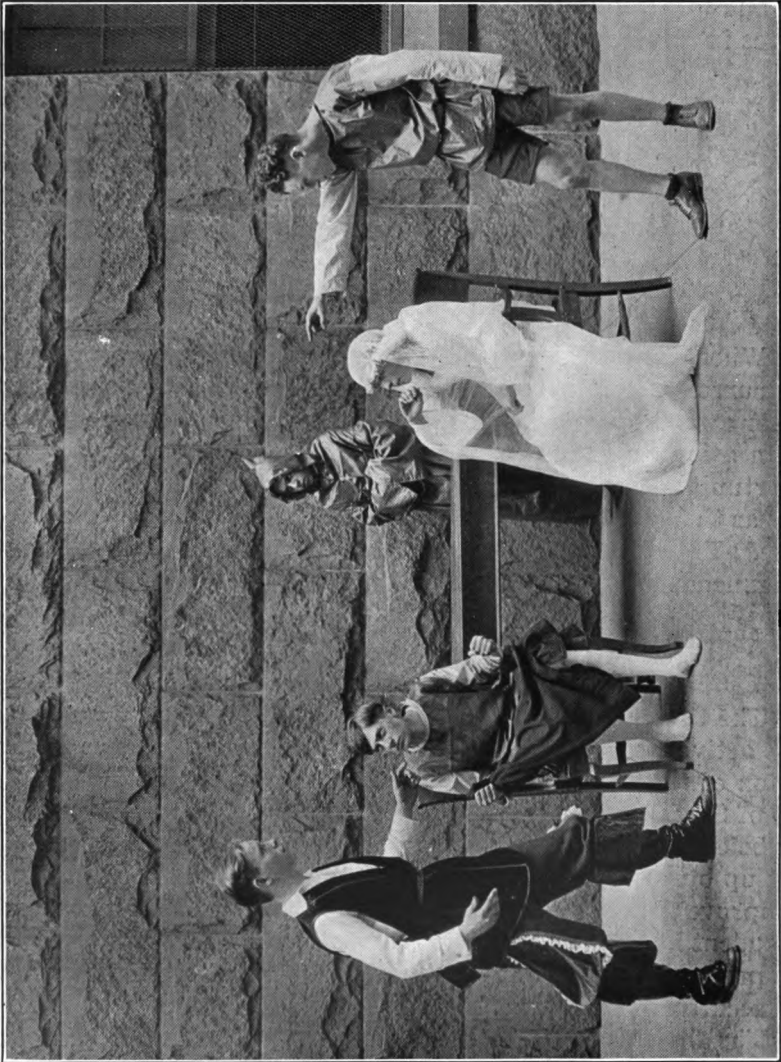
- First Award.....The Bronze Button
- Second Award.....The Bronze Wreath
- Third Award.....The Enamel Button
- Fourth Award.....The Enamel Wreath
- Fifth Award.....The Silver Button
- Sixth Award.....The Silver Wreath
- Seventh Award.....The Gold Button
- Eighth Award.....The Gold Wreath

Whenever a student achieves an award higher than the first he will surrender his current badge for the badge representing the higher award. The award need not be won in consecutive terms to attain a higher badge. A student left in the class has the same opportunity as a new student to win a place on the Barnwell Honor Roll, as the award is determined each term on current achievement alone. There is no limit to the number of students who may be recommended for the Honor Roll.

THE STUDENT COUNCIL

The Student Council was organized in 1920 to bring about a more active co-operation on the part of the students in the administration of the affairs of the School. The Student Council is not a plan of Student Government nor a transfer of any duties that properly belong to the President and the Faculty. It is an organization built up by vote of the students themselves to promote loyalty and to improve the daily life of the School. The Council selects a group of Student Marshals, who are designated by C. H. S. arm-bands, and who preserve order about the building. It acts in general as a sort of Executive Committee of the student body.

The Student Council also organizes the Student Court, which tries and punishes offenders upon charges preferred by the Student Marshals. Such disciplinary measures are not reported to the



A DRESS REHEARSAL OF THE DRAMATIC CLUB

School Office and do not become part of the student's record, unless the Court itself should turn over their records of any habitual offender for more effective discipline.

STUDENT ORGANIZATIONS

There are many pleasant phases of school life beyond the routine work of the classroom. From the time a Freshman enters the School he is urged to take part in the social and athletic life of the institution. Central High School does not approve of the snobbish "fraternity" which seeks to ape a college idea, but it does encourage the building up of a fine school spirit by participation in every sort of student organization that is democratic and constructive in character.

Many clubs and societies flourish in the School to encourage special interests and hobbies of the students. Membership is usually without restriction or special qualification. Boys are advised, however, not to join too many of these organizations, but rather to take an enthusiastic interest in those that make the most direct appeal. Benefit does not arise from mere membership in many societies, but in active participation in the program of a few such groups.

Every student should belong to at least one school club or society. The social life of the school is promoted by such activities and in many instances life-long friendships are thus formed. He should not wait for a personal invitation to join the society that appeals most to his taste. When the announcements are made in Assembly concerning the meetings of the various school organizations, he should attend the next meeting of the society he wishes to join.

Among the most active of the societies are:

The House of Representatives, which meets in Room 304 under the direction of Professor Galbraith, to encourage debate and parliamentary practice.

The Philosophic Section, which meets in Room 121 under the direction of Professor Lacy, for the study and discussion of philo-

sophic problems. A literary and musical entertainment is usually arranged for the final meeting of each season.

The Natural Science Society, which meets in Room 416 under the direction of Dr. Ulrich, for the reading and discussion of papers on scientific subjects.

The Chemistry Club, which meets in Room 214 under the direction of Professor Graham, for papers and discussions in the field of chemistry.

The Ernest Lacy Literary Society, which meets in Room 6 under the direction of Professor Liebman, to discuss matters pertaining to books and reading, as well as to encourage original literary work.

The Orchestra, which rehearses in the Assembly Room under the direction of Professor Gorecki and gives occasional concerts at the School and elsewhere.

The Glee Club, which rehearses in the Assembly Room under the direction of Professor Milliette, and likewise gives concerts in school and elsewhere.

The Stamp Club, which meets in Room 115 under the direction of Professor Neufeld to encourage stamp collecting and to hear lectures on philately.

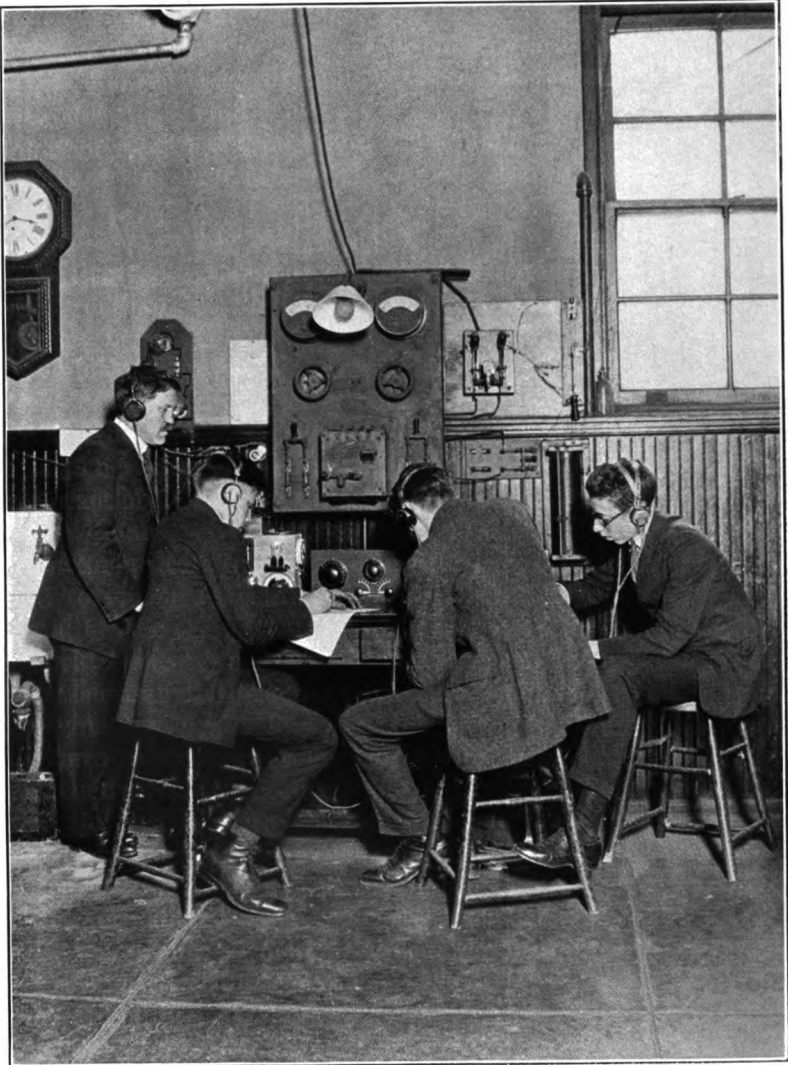
The Radio Club, which meets in Room 117 under the direction of Professor Knoll, for lectures and practical experience in wireless operating.

The Camera Club, which meets in Room 22 (Annex) under the direction of Professor Huntington to encourage amateur photography.

The Latin Club, which meets in Room 206a under the direction of Dr. Mitchell and Professor Laug, for lectures and discussions on topics associated with classical antiquity.

The French Club, which meets in Room 204 under the direction of Professor Chestnut for colloquial practice in the French language.

The Astronomical Society, which meets in Room 501 under the direction of Professor Snyder, for lectures and for practical experience with the astronomical apparatus of the School.



A RADIO CLUB GROUP

The Geographical Society, which meets in Room 217 under the direction of Professor Ridington for the discussion of problems connected with economic and industrial geography.

The Dramatic Club, which meets in Room 121 under the direction of Dr. Child, for the encouragement of amateur theatricals. Performances will be given from time to time in the Assembly Room.

The Art Club, which meets in Room 317 under the direction of Professor Casner, for the discussion of subjects associated with art and architecture.

The Chess Club, which meets in Room 205 under the direction of Professor Adams for chess games and for tournaments with other schools.

In addition to these varied organizations there are numerous teams for participation in many forms of athletic sport under the direction of the Department of Physical Training.

THE ATHLETIC ASSOCIATION

The Athletic Association is the general organization which all students are urged to join to give the strongest possible support to inter-class and interscholastic athletics. The nominal dues of one dollar a year entitle the member to attend all athletic events held on Houston Field. One of the best ways in which a C. H. S. student can show his loyalty to the School and his determination to help foster school spirit is by joining the Athletic Association, or "A.A." as it is popularly known. Such memberships in large number encourage the directors of athletic affairs to extend the scope of our activities on Houston Field and insure our school teams a large and enthusiastic following of "rooters."

Membership tickets in the "A.A." are placed on sale every autumn before the opening of the football season and should be purchased early, so that admission may be secured to all the games scheduled.

THE MIRROR

THE MIRROR, the school paper and the official organ of the Associated Alumni, was established by the 86th Class in 1885, near the end of President Riché's administration. It is one of the oldest school papers in the country. The first editor was Horace M. Rumsey, Esq., now one of the Vice-Presidents of the Associated Alumni. His associates were George W. Hyde, Jr., Milton J. Rosenau, and Clinton Rogers Woodruff. The first issue of THE MIRROR had four pages, no illustrations, and one single half-inch advertisement. It sold for five cents. THE MIRROR soon grew, however, to twenty pages. Since that day THE MIRROR has been the one recognized publication of the student body, although at various times in the past other publications undertook to challenge its position.

The Editor-in-Chief of THE MIRROR has one of the most responsible positions open to a member of the graduating class, as he directs the policy which the paper is to pursue during his incumbency. He is assisted by a staff including an Associate Editor, a Belles Lettres Editor, and others representing Class and School, Art, Sports, Alumni, Exchange, and the Industrial department. Publication details are looked after by a Business Manager and a Circulation Manager. All of these are chosen, as a rule, from the graduating class. There are also assistant editors in each department, but they are usually chosen from the B or C classes.

At present four issues of THE MIRROR are published each term at monthly intervals. They range from fifty to eighty pages and, in addition to current school news, contain stories, poems, jokes, and cartoons. The usual price is fifteen cents a copy, though occasionally a higher price is charged for an enlarged graduation number.

Students are urged not only to support THE MIRROR, but to keep a complete file as a pleasant souvenir of their school days.



THEODORE ROOSEVELT ADDRESSING STUDENTS AT C. H. S.

**PRESIDENT ROOSEVELT'S MESSAGE TO
CENTRAL HIGH SCHOOL BOYS**

November 22, 1902

[Owing to the large number of invited guests who were present at the Dedication Exercises, the student body could not be accommodated in the Assembly Room. The boys had gathered to form a Court of Honor and to cheer the President as he passed through the corridors on his way to the meeting place. During the President's speech the students were assembled in the north yard of the School. Central High School had defeated Central Manual Training School at football by a score of 28-0 on the preceding day; the boys were in jubilant spirits over that victory. When the President concluded his speech, he was escorted to the second-floor balcony overlooking the north yard, where he delighted the boys with the following memorable message:]

Boys, it is perfectly easy to see from my reception that you feel happy over the football game yesterday. (Cheers and applause.)

I have but a word to say to you, and I shall sum it up with a bit of advice with which I think those concerned in the development of your team will agree. You are here to study, and while you are at it, study hard. When you have got the chance to play outside, play hard. Do not forget this, that in the long run the man who shirks his work will shirk his play. I remember a professor in Yale speaking to me of a member of the Yale eleven some years ago and saying, "That fellow is going to fail. He stands too low in his studies. He is slack there, and he will be slack when it comes down to hard work on the gridiron." He did fail.

You are preparing yourselves for the best work in life. During your school days and in after life I earnestly believe in each of you having as good a time as possible, but making it come second to doing the best kind of work possible. And in your studies, and in your sports here in school, and afterwards in life in doing your work in the great world, it is a safe plan to follow this rule,—a rule that I once heard preached on the football field,—"Don't flinch, don't foul, and hit the line hard." (Applause.)

THE ATHLETIC COMMISSION

The Athletic Commission is a body created by the Associated Alumni of the Central High School for the administration and supervision of the athletic activities of the School. It is made up as follows:

- (1) Three ex-officio members: (a) The President of the Associated Alumni; (b) the President of the Central High School; (c) the Head of the Department of Physical Training in the School.
- (2) Eleven Alumni members, appointed by the Board of Managers of the Associated Alumni.
- (3) Four Faculty members, appointed by the President of the Central High School.
- (4) Four Undergraduate members, including one Senior, one Junior, one Sophomore, and one Industrial Arts student. All of these are elected by the students.

Stated meetings of the Athletic Commission are held during the school year in the office of the President of the School. Sub-committees on each sport are appointed, consisting of the Captain and Manager of each major team, two Alumni members and the Head of the Department of Physical Training.

The present personnel of the Athletic Commission is as follows:

CHAIRMAN

Jacob Singer, Esq., *President of the Associated Alumni*

VICE-CHAIRMEN

Dr. John L. Haney, *President, Central High School*
Dr. Matthew C. O'Brien, *Head of Department of Physical Training*

ALUMNI MEMBERS

Georgs B. Hawkes
Ellis Gimbel
Ferdinand D. Fleming

J. Warren Hunter
Stuart L. Kirk
J. Noble Neeld

Richard Supplee
John Kistenmacher
Dr. James S. Gallagher, *Secretary*

Everett F. Smalley
Byron Walton

FACULTY MEMBERS

Dr. Calvin O. Althouse
Julius L. Neufeld

E. Rowland Hill
William G. McEwan

UNDERGRADUATE MEMBERS

Charles F. Gordon

Frank F. Strunk

HOUSTON FIELD

Houston Field, the athletic grounds of the Central High School, is named in honor of Dr. Edwin J. Houston, who from 1867 to 1894 was an honored and popular teacher of Natural Philosophy in the School. Dr. Houston was always interested in the athletics of C. H. S., and during his later years was a member of the Athletic Commission.

The Field is a tract of about fourteen and a half acres in the vicinity of Thirtieth Street and Lehigh Avenue. In addition to several baseball diamonds, football and soccer fields, there is a quarter-mile cinder track, as well as ample space for other athletic activities. There is also a large dressing-room equipped with shower baths.

Houston Field has been placed in "the custody and control of the Associated Alumni of the Central High School" for the use of the students. It was formally opened with appropriate exercises on May 9, 1909, and has been in constant use since that time.

At present the Associated Alumni is co-operating with the Mary Gaston Barnwell Foundation in perfecting plans for the erection of a suitable grandstand on the Field. It is hoped that the first section of the proposed grandstand will be under way in the near future.



**THE ATHLETIC TROPHY CASE
(Alumni Library)**

SPORTS AND CHAMPIONSHIPS

FOOTBALL

Year	Captain	Record
1915	William Butler	Champions
1916	Alexander Farmakis	
1917	William H. Krecker	
1918	Frank Long	Champions
1919	Paul E. Eddowes	Champions
1920	Jacob A. Kauffman	Champions
1921	M. Eugene Pavitt	
1922	Andrew J. Schroder	

BASKET BALL

1915	William Ward	Champions
1916	Robert P. Fowler	Champions
1917	Albert Mouradian	
1918	Earle Springer	
	Norman T. Hackman	
1919	Wesley Hackman	
	Alvard Voegelin	
1920	Alan Goldstein	
	Robert Arronson	
1921	Louis Lazar	
	John Purdy	

BASEBALL

1915	Harold Barnitz	
1916	Charles E. Riley	
1917	Oscar Zilenziger	Champions
1918	Isadore Harris	
1919	Wesley Hackman	
1920	James Russell, Jr.	
1921	Thomas R. Wells	
1922	James J. Hone	

	CROSS COUNTRY	
Year	Captain	Record
1915	David C. Broomfield	Champions
1916	Albert McKenzie	Champions
1917	Charles Cullman	
1918	George Hafner	
1919	Charles Cullman	
1920	Charles S. Gordon	
1921	Horace Hallman	

	INDOOR TRACK	
1915	Alfred P. Smalley	Champions
1916	Everett F. Smalley	Champions
1917	Lincoln B. Mellinger	
1918	Edward W. McMullin	Champions
1919	Charles Cullman	Champions
1920	Charles Cullman	Champions
1921	Walter McDonald	Champions

	OUTDOOR TRACK	
1915	Everett F. Smalley	Champions
1916	Everett F. Smalley	Champions
1917	Lincoln B. Mellinger	
1918	Edward W. McMullin	Champions
1919	Charles Cullman	Champions
1920	Charles Cullman	
1921	Walter McDonald	
1922	Charles S. Gordon	

	CREW	
1915	Emanuel Wirkman	Champions
1916	Robert B. Rhoad	
1917	Russell Armstrong	
	Charles Bradenburgh	Champions
1918	Edward Bennett	Champions
1919	Richard Oellers	Champions
1920	Paul Eddowes	

Soccer Football, Cricket, Tennis, and Swimming Teams were also supported, but no Championships have been won in those sports since 1915.

TRACK AND FIELD RECORDS

Event	Record	Holder	Year
100 Yds. Dash	10 sec.	Everett F. Smalley	1915
220 Yds. Dash	22 $\frac{2}{5}$ sec.	Edgar A. Hobson Walter McDonald	1906 1921
440 Yds. Run	50 $\frac{2}{5}$ sec.	Frederick Henry	1915
880 Yds. Run	2 min. $\frac{4}{5}$ sec.	Ralph McHale	1915
1 Mile Run	4 min. 32 $\frac{2}{5}$ sec.	Earle Humphreys	1912
2 Miles Run	9 min. 53 sec.	Earle Humphreys	1913
120 Yds. High Hurdles	15 $\frac{4}{5}$ sec.	Horace W. Haydock Everett F. Smalley James Russell, Jr.	1905 1915 1920
220 Yds. Low Hurdles	25 sec.	Everett F. Smalley	1915
Running High Jump	5 ft. 11 in.	George Woodward	1911
Running Broad Jump	23 ft. 11 $\frac{1}{2}$ in.	Everett F. Smalley	1915
12 Lb. Shot Put	44 ft. 11 $\frac{3}{4}$ in.	Robert Embick	1907
Pole Vault	11 ft. 10 $\frac{7}{8}$ in.	Herbert Haslam	1915

SENIOR CLASS PRESIDENTS

Class	
126th (June, 1916)	Everett F. Smalley
127th (Feb., 1917)	Richard A. Supplee
128th (June, 1917)	Alexander Farmakis
129th (Feb., 1918)	Ivan Clements
130th (June, 1918)	William H. Krecker, Jr.
131st (Feb., 1919)	Frank Long
132nd (June, 1919)	Harold McGraw
133rd (Feb., 1920)	Edward H. Bennett
134th (June, 1920)	Paul E. Eddowes
135th (Feb., 1921)	Harold B. Hess
136th (June, 1921)	Alexander S. Bauer
137th (Feb., 1922)	M. Eugene Pavitt
138th (June, 1922)	William H. Murphey
139th (Feb., 1923)	Elias Magil

EDITORS-IN-CHIEF OF "THE MIRROR"

126th (June, 1916)	William Mills Emery
127th (Feb., 1917)	Edward Tiel Clark
128th (June, 1917)	Carl F. Wise
129th (Feb., 1918)	Paul Rosenbaum
130th (June, 1918)	Paul Rosenbaum
131st (Feb., 1919)	Abraham Robinson
132nd (June, 1919)	Paul Simons
133rd (Feb., 1920)	Harry E. Gartenlaub
134th (June, 1920)	John Crawford
135th (Feb., 1921)	Herbert Reinheimer
136th (June, 1921)	Henry G. Hart
137th (Feb., 1922)	J. Lawrence Davis
138th (June, 1922)	Robert D. Abrahams
139th (Feb., 1923)	Albert G. Miller, Jr.

FIRST HONOR MEN AT GRADUATION

Class	
126th (June, 1916)	John Coppolino
127th (Feb., 1917)	Edward Tiel Clark
128th (June, 1917)	Irwin Clavan
129th (Feb., 1918)	John William Meehan
130th (June, 1918)	Merle Middleton Odgers
131st (Feb., 1919)	Paul Ernest Adolph
132nd (June, 1919)	Judah Leon Medoff
133rd (Feb., 1920)	Harold Lipshutz
134th (June, 1920)	Herbert Lowenstein
135th (Feb., 1921)	Nicholas Francis Teti
136th (June, 1921)	Henry Warren Parker
137th (Feb., 1922)	Samuel Marx
138th (June, 1922)	William Fritz Kennedy

VALEDICTORIANS

126th (June, 1916)	Sidney Herbert Mandel
127th (Feb., 1917)	Edwin Earl Nichols
128th (June, 1917)	Sigmund Howard Steinberg
129th (Feb., 1918)	Roy Henry Woll
130th (June, 1918)	Henry Hirsh Allman
131st (Feb., 1919)	Alfred Meyer Klein
132nd (June, 1919)	Harry William Steinbrook
133rd (Feb., 1920)	Harry Eugene Gartenlaub
134th (June, 1920)	Morris Aarons
135th (Feb., 1921)	Abram Sulzberger Berg
136th (June, 1921)	Henry Warren Parker
137th (Feb., 1922)	E. Malcolm Belber
138th (June, 1922)	William H. Murphey

PRESIDENTS OF THE STUDENT COUNCIL

138th (June, 1922)	William H. Murphey
139th (Feb., 1923)	Elias Magil

THE BARNWELL LECTURESHIP IN ETHICS

In accordance with the prime purpose that actuated James G. Barnwell in making his bequest to promote the practice of the highest principles of honor and of moral courage by pupils and graduates of the School, the Trustees of The Mary Gaston Barnwell Foundation in March, 1922, established the Barnwell Lectureship in Ethics, providing for a regular course of lectures to be delivered to the members of the Graduating Class as part of the accredited work of the Senior Year. The Trustee appointed Dr. Robert Ellis Thompson as the first lecturer under the auspices of the Foundation, and Dr. Thompson entered upon his duties at once.

From the time that Dr. Thompson assumed the Presidency of the School in 1894, he had delivered a lecture course in Ethics to the upper classmen, and had supplemented that formal instruction by his inspiring "chapel talks" that were for twenty-six years a welcome feature of the morning assembly. Throughout that period the students regarded those talks or "sermonettes" as the most stimulating instruction that it was their privilege to receive. By virtue of his wide range of reading, his varied intellectual interests, and his retentive memory, Dr. Thompson was able to give those informal addresses an unusual educative significance. Many alumni of the past quarter century will recognize the enduring benefits that are within the reach of present-day students because it has been possible to arrange for the continuation of the course in Ethics under the auspices of the Barnwell Foundation.

THE BARNWELL LECTURES

The Trustee of the Mary Gaston Barnwell Foundation arranges from time to time for lectures to be delivered during the school year to the alumni, the students, and the invited guests of the School. The speakers are chosen from men of national reputation and particularly those who are distinguished in the field of education. Their addresses will later be collected and published as The Barnwell Lectures.

First Address. (Friday, March 31, 1922) "A Real Education."

Lewis Perry, B. A., M. A., L. H. D., Principal of Phillips Exeter Academy.

Second Address. (Friday, May 19, 1922) "The Bible as Part of a Liberal Education."

Josiah H. Penniman, A. M., Ph. D., LL.D., Acting Provost of the University of Pennsylvania.

Third Address. (Tuesday, November 14, 1922) "Self Development."

Hon. George Wharton Pepper, United States Senator from Pennsylvania.

THE BARNWELL AWARD

The Barnwell Award is conferred each term upon that member of the graduating class who is chosen by his classmates and approved by the Faculty as the recognized leader of his class and as the one who manifests in the highest degree those qualities that the Barnwell Foundation seeks to develop in the students of the School. The nature of the Award is determined in each case by consultation with the winner.

138TH CLASS (JUNE, 1922) WILLIAM HENRY MURPHEY

SEMI-CENTENNIAL CELEBRATION

On October 26, 1838, the First Class of the Central High School began its career in the building on the east side of Juniper Street below Market Street. On Monday evening, October 29, 1888, the Semi-Centennial of the School was celebrated with appropriate exercises at the Academy of Music. Colonel Robert P. Dechert (37th Class) acted as Presiding Officer. Seated with him on the stage were ex-Governor Robert E. Pattison (55th Class), at that time President of the Associated Alumni, ex-Governor Curtin, ex-Governor Pollock, Provost Pepper of the University of Pennsylvania, President Fetterolf of Girard College, and many other prominent guests. After Colonel Dechert outlined the early history of the School, he introduced Hon. Michael Arnold (33rd Class), who spoke

of "The Administration of John S. Hart." The next speaker was Dr. S. Solis Cohen (60th Class), who discussed "The Central High School as a Teacher of Science"; he was followed by Hon. William N. Ashman (15th Class), whose theme was "The Value of Central High School in its Relation to the Elementary Schools."

George Alfred Townsend (35th Class), better known as "Gath," then recited a poem which concluded with this fine sentiment:

From this re-union, brethren, let
God-like imagination grow
Above the sneering earth and set
Our standard lofty as the snow!

Good will, good words for fellow friend;
Appreciation warm and fond;
As if this world were at an end,
And we were graduates beyond.

Colonel Charles H. Banes (12th Class) next spoke of "The High School During the War." At the conclusion of his speech there were a few words of greeting from Professor Henry Clark Johnson, the newly elected President of the School. John F. Lewis, Esq., (73d Class), who was Chairman of the Committee in charge of the celebration, discussed the notable record that had been made by alumni of the School in all walks of professional and mercantile life. The last speaker was Hon. Robert E. Pattison, who took for his topic "The Duty of the State to Furnish Gratuitous Higher Education."

On the following evening (October 30, 1888) a large reception was held at St. George's Hall, under the auspices of the Associated Alumni. Hundreds of graduates of the School had an opportunity to participate in that occasion, to greet their old teachers and their classmates, as well as to become acquainted with President Henry Clark Johnson.

An interesting account of these events, supplemented by a Historical Sketch of the School, was compiled by the late Professor George H. Cliff and was distributed to the alumni by the Committee.

DEDICATION OF THE NEW BUILDINGS

The exercises connected with the Dedication of the new buildings of Central High School were the most elaborate of any in the history of the institution. They covered four days in November, 1902, and are fully reported in the admirable volume of Proceedings compiled by Franklin Spencer Edmonds, Esq.

The Executive Committee in charge of the exercises included (1) five representatives of the Board of Public Education, with William T. Tilden as Chairman; (2) eight representatives of the Associated Alumni, with John R. Fanshawe as Chairman; (3) four representatives of the Faculty, with Dr. Robert Ellis Thompson as Chairman. There were also Alumni Committees on Banquet, Program, Publication, Class Reunions, Alumni Rolls, and a Finance Committee. The General Alumni Committee included, in addition to the Board of Managers of the Associated Alumni, a representative from each of the 111 classes that had been admitted to the School to that time.

Six distinctive meetings were arranged as follows:

- | | | |
|------------------------|------------------------------|-------------|
| 1. Formal Dedication | Saturday, November 22, 1902 | 10.30 A. M. |
| 2. Educational Session | Saturday, November 22, 1902 | 3.00 P. M. |
| 3. Presentation Night | Saturday, November 22, 1902 | 8.00 P. M. |
| 4. Alumni Reunion | Monday, November 24, 1902 | 8.00 P. M. |
| 5. Alumni Banquet | Tuesday, November 25, 1902 | 7.00 P. M. |
| 6. Faculty Reception | Wednesday, November 26, 1902 | 8.00 P. M. |

The opening day, which brought to the Central High School the President of the United States with several members of his Cabinet and other high officials, as well as the most distinguished gathering of educators that ever assembled within the walls of the School, was indeed a memorable occasion.

At the Formal Dedication in the morning, the Presiding Officer was the Hon. Joel Cook of the 33d Class. The first speakers were Paul Kavanagh, Chairman of the Property Committee of the Board of Public Education, Henry R. Edmunds, Esq., (32nd Class), President of the Board, and Hon. Samuel H. Ashbridge, Mayor of Philadelphia. Hon. Hampton L. Carson then made the speech of pre-

sentation of the Edward T. Steel Memorial Window, and Hon James T. Mitchell (19th Class), Justice of the Supreme Court of Pennsylvania, made the speech of acceptance.

At the conclusion of Justice Mitchell's remarks, Theodore Roosevelt, President of the United States, arrived and was escorted to the platform with the members of his Cabinet and the Reception Committee of the Union League. The President made one of his characteristic, clear-cut, incisive speeches. He was then escorted to the balcony overlooking the north yard of the School, where he delivered his brief, but memorable address to the great mass of students, who could scarcely control their enthusiasm when they ascertained that "Teddy" knew of their 28-0 football victory over their ancient rivals—Central Manual Training School—on the previous day.

After the meeting in the Assembly Room was declared adjourned, the Committee entertained the invited guests at luncheon in the Alumni Library.

2. At the Educational Session held that same afternoon Dr. Robert Ellis Thompson presided. The speakers included Dr. Edward Brooks, Superintendent of Schools; Dr. Nathan C. Schaeffer, State Superintendent of Instruction; Dr. Thomas M. Drown, President of Lehigh University; and Dr. Martin G. Brumbaugh, of the University of Pennsylvania. At this meeting there were accredited representatives from Harvard University, Massachusetts Institute of Technology, and from most of the important colleges of the east.

3. At Presentation Night, held that evening in the Assembly Room, Hon. Robert E. Pattison was the Presiding Officer. Joseph G. Rosengarten, Esq., presented the portrait of President Alexander Dallas Bache, the gift of the University of Pennsylvania; Franklin Spencer Edmonds, Esq., presented the portrait of President John S. Hart on behalf of the unnamed donor; and Dr. James H. McKee similarly presented President Franklin Taylor's portrait, the gift of the 93rd Class. Charles Hunsicker, Esq., presented the portrait of President Henry Clark Johnson, the gift of the 98th Class, and Hon. William H. Staake presented the portraits of Acting President Zephaniah Hopper and President Robert Ellis Thompson. Por-

traits of all the past Presidents now adorn the walls of the Assembly Room.

Other portraits of distinguished teachers and of prominent alumni were then presented by Professor Albert Henry Smyth and Franklin Spencer Edmonds, Esq. A heroic plaster cast of Venus of Melos, a gift of the 100th Class, was presented by Arthur B. Houseman, Esq.; a cast of Donatello's St. George, the gift of the 103rd Class, was presented by Mr. G. Alvin Snook; a cast of Minerva, the gift of the 105th Class, by William Clarke Mason, Esq.; a bulletin cabinet the gift of the 106th Class, by Mr. John J. Campbell; a reading desk for the Assembly Room, the gift of the 108th Class, by Mr. Charles S. Bilyeu; various athletic trophies won by different school teams, by Professor James H. Moffatt. Announcement was made of Mr. Albert Rosenthal's gift of a series of historic engravings now hanging in the north corridor of the second floor.

In conclusion, all these gifts were accepted on behalf of the Board of Public Education by Hon. Joel Cook, Chairman of the Committee on Central High School.

4. The Alumni Reunion was held in the Assembly Room on Monday evening, November 24, 1902, with Mr. John R. Fanshawe (35th Class), President of the Associated Alumni, as Presiding Officer. After the Divine Blessing was invoked by the Rev. Dr. Joseph R. T. Gray, the speakers of the evening in due order reviewed the administrations of the various earlier Presidents of the School. Professor Zephaniah Hopper, who graduated with the First Class, spoke of President Bache. Hon. Charles F. Manderson (25th Class), U. S. Senator from Nebraska, spoke of President Hart. Hon. William H. Staake (45th Class) gave his reminiscences of President Maguire.

At this point the Chairman called upon Mr. William T. Tilden (63rd Class) to present the portrait of President Riché, after which Hon. Abraham M. Beitler (56th Class) outlined the Riché administration. The exercises closed with the reading of a Memorial Poem by Mr. Felix N. Gerson (77th Class), who aptly characterized the earlier Presidents of the School and concluded with these inspiring stanzas:

For these and for the many here unnamed,
Who from your halls went forth to fame and glory,
A royal monument you have proclaimed
In this great building, which shall be enamed
In many hearts, and live in noble story.

For here no battle-ax is forged, nor spear;
But character and worth for human guiding,—
Men, who shall know the truth and know not fear,
But look on life with earnest eye and clear,
And with high faith in a supreme abiding.

Here they will learn to cherish all that lies
Between the sounding shores of this great nation,
Its memories revering as a prize
Revealed by God's high grace to their proud eyes,
Its future moulding, in anticipation.

Here to the heights of science they shall climb,
Shall read the mystic parchment of the sages;
And every day new worlds shall rise sublime,
To build them better for the coming time,
Who shall be masters of the unborn ages.

And with strong hearts I see them scale the skies,
For learning shall be linked with love supernal;
Brave-hearted, reaching towards a high emprise
Beyond the pale of self, or wrong, or lies,
Unto a consciousness of life eternal.

Lord of the Universe, guide Thou them still,
Who 'neath this radiant dome shall make endeavor
To quell the spirit of darkness, and fulfill
Old prophecy and Thy benignant will,
To glorify thy name on earth forever!

5. The Alumni Banquet was held at Musical Fund Hall on Tuesday evening, November 25, 1902. The Toastmaster was George Alfred Townsend of the 35th Class. Among the speakers were Hon. Samuel W. Pennypacker, then Governor-Elect of Pennsylvania; Hon. Samuel H. Ashbridge, Mayor of Philadelphia; Hon. William T. Harris, U. S. Commissioner of Education; Major William H. Lambert; Hon. Alex. Simpson, Jr.; Hon. William H. Staake; and Dr. Edwin J. Houston. In his speech Dr. Houston touched upon the need of adequate playgrounds for the growing boy, so that the high school student might develop physically as well as mentally and morally. The thought there expressed kindled the sentiment that eventually took shape in the acquisition of the fine playground that was named in Dr. Houston's honor.

6. At the Faculty Reception, held in the Assembly Room on Wednesday evening, November 26, 1902, the undergraduates at last came into their own, as far as the Dedication exercises were concerned. Dr. Robert Ellis Thompson presided and made the address of welcome to the parents and friends of the students. A musical program was furnished by the Glee Club and the Mandolin Club of the School. Afterwards the building was illuminated throughout and Dr. Thompson invited those present to inspect the School and to become acquainted with the Faculty.

Thus ended a memorable celebration that required six sessions to carry out the comprehensive program planned by the Dedication Committee. The official record of the occasion in the Proceedings edited by Franklin Spencer Edmonds, Esq., makes a handsome and inspiring volume that should be familiar to every loyal alumnus of the School.

SEVENTY-FIFTH ANNIVERSARY

A Historical Meeting to observe the seventy-fifth anniversary of the founding of Central High School was held in the Academy of Music on the evening of February 18, 1914, under the auspices of the Board of Public Education, the Faculty of the School, and the Associated Alumni.

The Presiding Officer was Alba B. Johnson of the 66th Class, and fifty-six other prominent alumni acted as Vice-Presidents. After the Divine Blessing was invoked by Rev. Virgil E. Rorer (85th Class) there was an address, "The School and the City," by Professor Charles Zueblin (82nd Class), and then Hon. Dimner Beeber, of the Board of Public Education, spoke on "Higher Education in Philadelphia." A cordial greeting from the University of Pennsylvania, conveyed by the Provost, Dr. Edgar F. Smith, was followed by an address, "The Meaning of a High School Education," by Dr. Martin G. Brumbaugh, Superintendent of Schools. After the singing of "Central High" by the audience came the concluding address, "A Greater Philadelphia in Education," by Dr. Robert Ellis Thompson, President of the Central High School. During the evening music was furnished by Kendle's First Regiment Band.

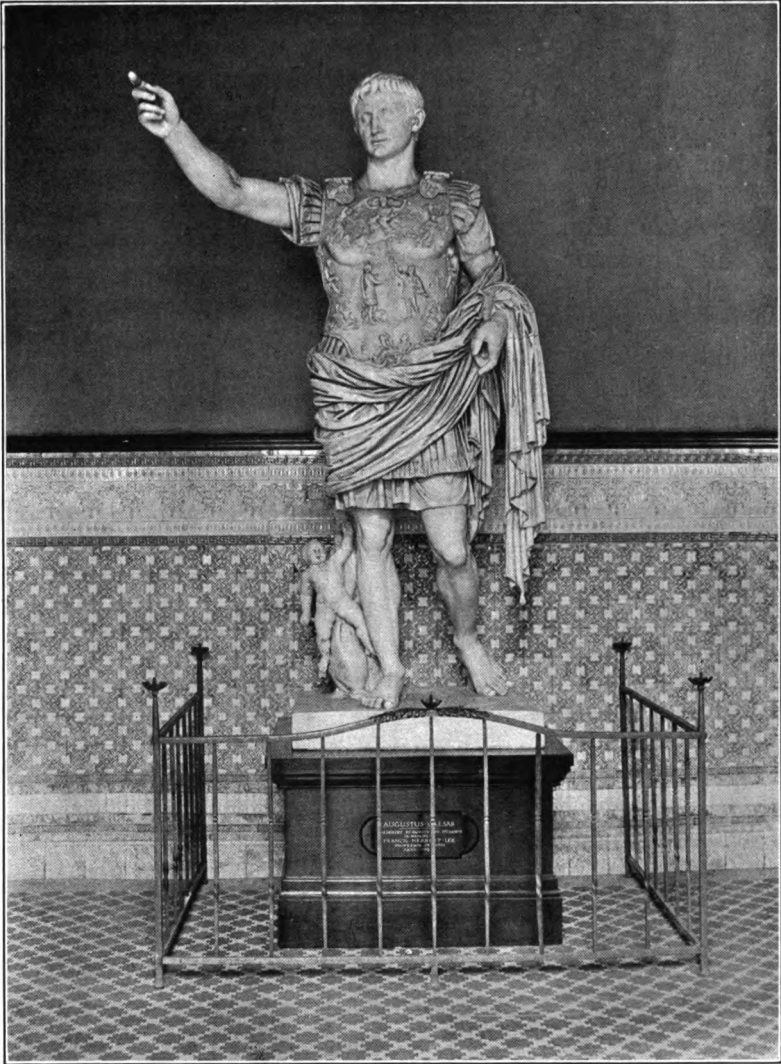
C. H. S. MEMORIALS

In no other way is the notable history of Central High School more strikingly set forth than in the remarkable collection of memorials of every character now to be found in her rooms and corridors. Many of the pictures, plaster casts, and similar art objects represent gifts by individuals or by classes, and are too numerous to mention. Those that are of a memorial character deserve a few words in passing.

The collection of books now gathered in the Alumni Library is the nucleus of a Memorial Library begun in 1888. Proper facilities for the use of those books have not been afforded in recent years, but it is hoped that in February, 1923, a Librarian may be appointed, so that the students may have free access to the books and that there may be some incentive to add to the collection.

The various flags, banners, and pennants hung on the Library walls are for the most part athletic trophies that tell their own story. In the Trophy Case in that room are gathered all the cups that can be displayed within the limited space available. Among them is the famous Gimbel Cup, which has become the permanent property of the School by virtue of our winning the football championship for three successive years (1918-1920). The Gimbel Cup was formally presented to the School on December 17, 1920, with appropriate exercises that aroused great enthusiasm.

On the walls of the Alumni Library hang the portraits of twelve distinguished graduates of the School. These are: (1) William M. Abbey, the first boy in the First Class, a successful merchant and the father of Edwin A. Abbey, the famous artist; (2) Charles H. Cramp (6th Class), President of the Cramp Shipbuilding Company; (3) Hon. Lewis C. Cassidy (10th Class), Attorney-General of Pennsylvania; (4) Hon. James T. Mitchell (19th Class), learned jurist, member of the Supreme Court of Pennsylvania; (5) Frank R. Stockton (19th Class), journalist, novelist, short-story writer; (6) Dr. W. W. Keen (21st Class), among the most famous of American surgeons; (7) Hon. Joel Cook (33rd Class), journalist, author, Congressman, and Chairman of Commit-



**FRANCIS HEBBERT LEE MEMORIAL
(Augustus Cæsar)**

tee on Central High School of the Board of Public Education; (8) Samuel B. Huey (33rd Class), lawyer, and President of the Board of Public Education; (9) Dr. Thomas M. Drown (34th Class), scientist, and President of Lehigh University; (10) General Robert P. Dechert (37th Class), soldier, publicist, and Controller of Philadelphia; (11) Dr. Edwin J. Houston (43rd Class), electrical expert, writer, and beloved member of the Faculty; (12) Hon. Robert E. Pattison (55th Class), statesman, and Governor of Pennsylvania. There is also a photograph showing the arrival of President Roosevelt at the Central High School on the morning of the dedication of the new buildings (November 22, 1902) and another picture showing the President in a characteristic pose as he is addressing the boys in the north yard.

In the north corridor on the second floor hangs the interesting collection of engravings showing views of Old Philadelphia, presented by Albert Rosenthal (75th Class), the well-known artist. Elsewhere about the corridors are memorials in honor of respected teachers of the past. Notable among these are the bronze tablet in memory of Dr. William H. Greene, the heroic plaster casts of Apollo, Sophocles, and Demosthenes, in memory of Professor Albert Henry Smyth, Dr. David W. Bartine, and of Dr. Jacob Farnum Holt, respectively, the fine King Arthur statue in memory of Dr. William Frederic Craig, who perished in France in the Great War, and the recently installed cast of Augustus Caesar in honor of the late Professor Francis Herbert Lee. There are also several beautiful memorials to students who died as undergraduates.

Hardly a year passes that does not witness the presentation to the School of some such memorial in honor of a beloved teacher or student. The most recent of these memorials is the handsome bronze tablet erected outside Room 203 in honor of Professor Ernest Lacy.

THE STEEL MEMORIAL WINDOW

In the south wall of the Assembly Room is the large Memorial Window (occupying a space twenty by fourteen feet) erected in honor of the late Edward T. Steel, who was President of the Board of Public Education from 1879 to 1889. The window is a gift of Mr. Steel's family and was prepared by Messrs. Tiffany and Company of New York, at a cost exceeding \$10,000.

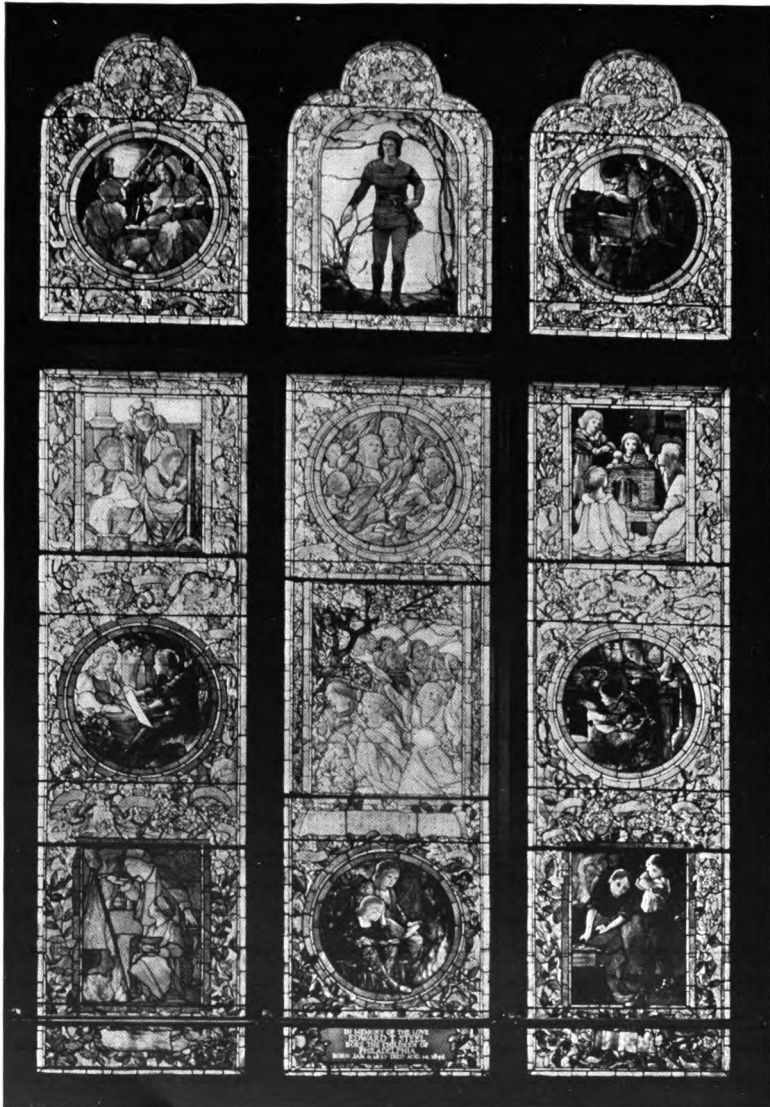
When the Central High School was dedicated on November 22, 1902, the formal presentation of the Memorial Window was made by Hampton L. Carson, Esq. In the course of his address Mr. Carson gave the following admirable description of the Window:

"You observe that the window is divided into twelve panels; taking the middle row, you will notice at the top that the sowing of the seeds of knowledge is typified by the sower sowing his seed. Immediately below is the suggestion that, just as the seed is sown, there are certain periods when necessarily there must be recruited the forces of the body, as well as of the mind, and in the beautiful group of children about a May-pole we find the thought and suggestion of recreation. Below that, under the inspiration of music, you have the infant soul lifted up, and the thought,—

"Nearer, my God, to thee!

Angels to beckon me,'

breathed from lutes and pipes and tabors, to typify the exquisite harmonies of child-life; and below that, after recreation and exaltation of spirit have each contributed their part, you have children in sober and serious devotion to duty, preparing their tasks in the hours of study. The remaining panels are suggestive of science, of art, and of the useful crafts which play so prominent a part in human life,—astronomy, representing the exalted studies which sweep the universe and the stars; then to that—which was needed—a deeper thought on the part of him whose memory is there commemorated, you have the work of the sub-primary school or the kindergarten, the children engaged in the art of sewing; below that the art of painting; and below that again the useful art of instruction in cooking. On the right hand upper corner of the window you



EDWARD T. STEEL MEMORIAL WINDOW IN THE ASSEMBLY ROOM

have that of wood-carving; and if the light suffices to reveal, you find the young artisan bending over his block of wood, and under his skilful touch the features of a child's face appear suggestive indeed, or that thought which is always admirable, whether expressed by Addison, the essayist, or whether defined as a simple and practical expression of the thought which burned and dwelt in the soul of Mr. Steel,—that out of a child's life, out of an unformed mass of characteristics yet undeveloped, the skilful hand applied under the inspiration of a godlike sense of duty to the child and to the state, you can develop those angelic qualities of childhood which in time will ripen into useful and noble manhood. Below that, you have the children in the kindergarten; and then again art and science typified by chemistry; and immediately below that in the right-hand lowest panel, the art of forging, or that which Mr. Steel felt to be so important, the art of manual training. In brief, in that window glowing in the sunlight, and representing, as by a jewelled crown, the long years of patient, intelligent, and conscientious labor which Mr. Steel, as President of the Board of Education, bestowed upon the duties of his office, you have a perfect picture of Child Life in School."

THE CENTRAL HIGH SCHOOL ORGAN

William Liseter Austin was one of a group of 186 boys who, in February, 1866, were admitted to Central High School as the Fifty-fifth Class. It turned out to be one of the most famous of all C. H. S. Classes, for it included Robert E. Pattison, a future Governor of Pennsylvania, Elihu Thomson, a leader in the field of electrical science and invention, Henry Willis, for many years Head of the Department of History, and Secretary of the Faculty of the Central High School, together with many other boys who rose to positions of honor. Young Austin had to leave school at sixteen and took a position with a patent attorney, who was also an able mechanical engineer. He had other experience in engineering and drafting before he entered the employ of the Baldwin Locomotive Works in 1870, at the age of eighteen. For more than half a century he has been connected with that great industry, rising from a position in the drawing-room to the headship of that department. He became a partner in the enterprise in 1886, and when it was incorporated in 1909, he became Vice-President and Engineer. After the death of his life-long associate, John H. Converse, he served for a time as President of the company.

One Sunday morning, over ten years ago, Dr. Robert Ellis Thompson was attending church and after the services greeted Mr. Austin, whom he had known for many years. In the course of the conversation Dr. Thompson expressed his regret that he had been unable to secure a pipe-organ for the Central High School's Assembly Room. What followed can best be told in Mr. Austin's own words:

"He explained to me that he had been endeavoring to get an organ for years, but without success, and asked me how I supposed it could be done. I told him I would take the matter into consideration. After my knowledge of Dr. Thompson for forty years, I felt as though I owed a debt of gratitude to him as well as a debt to this School, where I had received so much pleasure and benefit; and as I do not like debts hanging over me long, I went at the problem at once, and agreed to see that the Doctor's wish was carried out as

soon as possible. You now see the result of six months of designing and building—for this organ has been especially designed and built for the place.”

The occasion on which Mr. Austin spoke these words was at the dedication of the organ as his gift to the School on the morning of September 18, 1912. It was one of the historic events in the Assembly Room. After addresses by Dr. Thompson and Mr. Austin, there was a recital by Mr. Frederick Maxson and Mr. John W. Barrington. The students sang several songs under the leadership of Professor Joseph C. Fox. On behalf of the students a fine silver loving-cup was presented to Mr. Austin by J. Walter Turner, President of the Senior Class.

On the following evening, Thursday, September 19, 1912, occurred the formal presentation of the organ to the Board of Public Education in the presence of Mayor Blankenburg and other distinguished guests. Over two thousand persons were crowded in the Assembly Room and hundreds had to be turned away. The organists on that occasion were Messrs. Henry Gordon Thunder, Frederick Maxson, and John W. Barrington. Mrs. Julia Plantholz Orr, sang a contralto Solo. After Dr. Thompson received the organ on behalf of the School, Mr. William T. Tilden made the speech of acceptance on behalf of the Board of Public Education. During the exercises a beautifully engrossed copy of the following minute was presented to Mr. Austin by the Chairman of the Committee:

“The Faculty of the Central High School desire to express to Mr. William L. Austin of the Fifty-fifth Class their sincere appreciation of the great service he has rendered the School in presenting the handsome organ that now adorns the Assembly Room.

“The Faculty take pride in the fact that this gift is bestowed as a personal tribute to the honored scholar who has for the past eighteen years served with distinction as President of the School.

“Such a gift, coming to the Central High School from one of its prominent Alumni, cannot fail to serve throughout the years to come as a source of inspiration to teachers and students alike. It is at once an expression of the donor’s warm personal interest in the welfare of the School, and an evidence of his desire to enhance the

usefulness of the Central High School to the great community by which it is maintained.

"In an age that is marked by widespread benefactions to private institutions of learning, there is ample cause for gratification in the thought that an alumnus of a public high school is ready to show the same fine spirit of loyalty and to acknowledge the same sense of obligation to his Alma Mater."

Unanimously adopted
by the Faculty
September 16, 1912

John L. Haney, *Chairman*
Joseph C. Fox
Henry W. Patten
William G. Casner
Carl N. Haussmann

A special Organ Dedicatory Number of THE MIRROR was published in October, 1912, giving full details of the proceedings connected with the installation and dedication of the organ. For that issue Dr. Thompson wrote the following note:

The organ is not only the most perfect of musical instruments, but the most perfect structure of any kind that owes its origin to the brain of man. It has developed gradually from the "Pan's pipes," with which the primitive shepherd soothed his sheep, up to the complex perfection of the instrument of over two thousand pipes, with which Mr. William L. Austin has equipped our Assembly Room. That gift is unique in its kind, as no school in the country, or probably in the world, is possessed of its equal. It opens a new era in the musical life of the School.

The Central High School organ has three manuals and forty stops. As the entire organ is enclosed in swell boxes, under control of separate expression pedals, the organist can use any stop as a solo. The action is electric and derives the necessary current from storage batteries charged by the organ itself. About six hundred electro-magnets and over thirty miles of wire were used. There are 2027 pipes, which vary in length from one and a half inches to twenty-two feet. It was built at a cost of over ten thousand dollars by Mr. C. S. Haskell of Philadelphia.

THE VISITORS' BOOK

One of the historic treasures of Central High School is the famous Visitors' Book, which was first used in 1840, two years after the School was organized, and which still receives the autographs of men and women who come from all parts of the world to inspect the School.

On its very first page are the honored names of Horace Mann and Henry Barnard, two of the greatest figures in the history of American education. These distinguished men called at the School about a month apart during the spring of 1840. Later in the same year came William Augustus Muhlenberg, the noted churchman, and Henry C. Carey, the political economist.

The President of the United States, James Knox Polk, accompanied by Vice-President George M. Dallas, visited the School on June 24, 1847. A few months later we find the name of George H. Boker, the poet and dramatist. Louis Agassiz's autograph marks his visit in 1849; in the following year came two distinguished women, Frederika Bremer, the Swedish novelist, and Lucretia Mott, the abolitionist. A succession of English visitors, including Martin F. Tupper in 1851 and R. H. Church in 1852, culminated in 1853 when on January 21st, William Makepeace Thackeray was brought to the School by Mayor McMichael of Philadelphia. That evening Thackeray wrote a letter to London, in which he referred to his visit as follows:

"McMichael and I have been to the Mint (shake hands with everybody) which is a beautiful institution of which the Philadelphians have a right to be proud, to the Free School (shake hands with all the Professors), a capital School too, seemingly, where the youngest boys know much more than I do, and where it is a good thing to think small beer of one's self comparing one's own ignorance with the knowledge of these little ones."

On April 5, 1872, came a notable delegation of Japanese visitors, escorted by the President and members of the Board of Public Education. The Japanese signed their names both in English script and in native lettering. They were part of a group who had visited

Europe and America to get the best ideas for the modernization of Japan. That group is said to have recommended to its government that the Japanese army should be organized like the German army, that the Japanese navy should be organized like the English navy, but that the Japanese school system should be modeled after the school system of the United States.

One of the most important pages in the book is devoted to the party that accompanied the President of the United States for the dedication of the New Central High School building on November 22, 1902. At the top of the page is the name of Theodore Roosevelt, followed by the signatures of H. C. Payne, Leslie M. Shaw, Henry Cabot Lodge, and other prominent members of the group.

In more recent years may be noted the names of two Irish literary men, William Butler Yeats and Dr. Douglas Hyde, as well as such other notables as Mrs. John Richard Green, Admiral George W. Melville, President Ethelbert D. Warfield, President Henry S. Drinker, and Acting Provost Josiah H. Penniman.

The thousands of names inscribed on those pages include visitors not only from every part of the Union and every country of Europe and South America, but also from such distant places as Greenland, Iceland, South Africa, Syria, and Malaysia.

Most persons who examine the Visitors' Book are at once impressed by the neat, careful handwriting that prevailed two generations ago, as contrasted with the scrawling, careless autographs of to-day.

The book is still in its original binding and has enough blank pages left for the signatures of other visitors for many years to come.

INTERESTING FACTS ABOUT C. H. S.

When James G. Barnwell was a student in the School he edited a paper called *The Minute Book*. Other early predecessors of THE MIRROR were *The High School Journal*, *The Union*, *The Times*, *The Portfolio*, and *The Sun*.

When the 86th Class called a meeting on September 13, 1885, to establish a school paper, two names were proposed that met with great favor—THE MIRROR and THE SPECTATOR. The vote taken to decide the issue resulted in a tie and was broken by the Chairman's vote in favor of THE MIRROR.

Professor Zephaniah Hopper, who was twice Acting President of the School, taught mathematics at C. H. S. from 1854 to 1913. This record of fifty-nine years of continuous service in one institution is probably unequalled in the history of American High Schools.

Who is the oldest living C. H. S. graduate? Our records are not conclusive, but the honor probably goes to Mr. Edwin A. Merrick of the 10th Class, who was born February 15, 1829. He has been a director of the Southwark National Bank since 1856.

The School Colors—Crimson and Gold—were adopted in 1888, at the time of the Semi-Centennial Celebration of the founding of the School.

The First Class Record was published by the 98th Class in 1893 and was a very modest publication, compared with the admirable volumes issued by more recent classes. Individual photographs of class members were not published in the Record until many years later.

The first Baccalaureate Sermon was preached to the 99th Class in 1894. This pleasing feature of the graduation period has since become an established institution.

The present main building of C. H. S. is on a lot 186 feet 5 inches by 395 feet 6 inches. The tower is 137 feet high. The total cost of the lot and building was \$1,533,796.56.

THE SENIOR'S FAREWELL

Echoes of the deep-toned organ dying away in the upper corners of the Assembly, and the chatter and light laughter of departing friends and relatives, from arch and upper stair came distantly to the cool lower corridors of Central High. There a departing Senior, recently on the platform the object of admiring gazes, now turning back a moment from the glare and heat of Broad Street for a last thoughtful look at the familiar halls and class-rooms, was accosted by a group of happier under-classmen.

"Well, old comrade, what think you of this time? Will not the loss of all these Seniors, your class-mates, quite ruin the school? How shall we ever be able to replace them? What would you advise us to do?"

The earnest, manly face darkened a moment and then lighted up as the Senior stood straight and tall and replied: "If you would have my advice, I will give it to you in short, for 'a word to the wise is enough.'"

They joined in desiring him to speak his mind, and gathered round him as he went on.

"Fellows," said he, "the going of so many Seniors is indeed a heavy loss to Central High; but not too grievous if she have many others to take our places, like you who gather in her hallways now. Only remember that in her wisdom she lays upon you many duties, not easily discharged, enjoining first

A STUDENT'S DUTY TO OTHERS

"Be loyal, fellows. Be loyal to your School and its best traditions; that means loyal to your class-mates and to your teachers, loyal to parents, relatives and friends, such as those who have shown their pride in us by coming here to-day, loyal to your city, to your state, and to your country, God bless her! She calls you every day—and it is hard for a disloyal heart to beat true.

"Be trustworthy and reliable. Do not make a promise unless you mean to keep it. A reputation for living up to your word goes

far in the world of affairs, where men are saved by the faith of other men.

“Play fair, fellows, in the great game. Fair play at C. H. S. means to be honest in word and deed, in the class-room as on the field. An unfair advantage over your class-mate or over your teacher is no satisfaction to the manhood in you. The only real way is to play fair.

“We are not alone at Central, fellows. Here are more fine fellows—and more bright friendships—than lie in the years beyond. Let us, then, search out the smallest Freshman. We know well, at Central, that good team-work wins. Then show a willingness to help others. Recognize that in every sort of school activity, as in life, service is the prime obligation. Remember that ‘I serve’ is the motto of a prince.

“There is a fine courtesy that goes along with manhood. When we were lower-classmen, we thought little and often acted in the rough; but when we became leaders in the School, we put away childish things. Be polite and considerate at all times, and especially to the aged, the young, the weak, and the afflicted. Reveal this charm of good manner at home and at school if you would be considered a gentleman by those who know you best.

“Be prompt. As you value your own time, do not squander another’s. Meet every engagement on time. Men expect this. If you now form the habit of being late to school meetings and exercises, you will have to apologize many a time in later life.

“I am to-day, as you sing, fellows, a ‘grave old Senior’; but my heart goes out to those younger boys who are so merry. Their mirth is precious. Cultivate a sense of humor, and don’t take yourselves too seriously. For ‘every pop-gun is not the crack of doom.’ Determine, then, your relative importance to your school. Mirth is a brave lesson. For the man who learns to smile at life’s artillery the world has an eager welcome.

“These, fellows, are the duties we owe to one another under the Crimson and Gold; but the old School teaches, *in a single word*, the deeper wisdom of

A STUDENT'S DUTY TO HIMSELF

CONSCIENTIOUSNESS

Choose the reality, not the outward appearance. Here at Central you fellows hate all sham. Be true, then, to yourselves. Unless you are honest and upright, your career is a failure, whatever its pretense.

HEALTH

Have regard for the laws of hygiene in eating, sleeping, and the routine of your lives. The Greek 'Excellent is sweat,' and the Roman 'Sound mind in sound body,' truly express our American ideal of a hard, clean life.

AMBITION

A goal in life, fellows, is the vision of a man. Seek to attain it. Although I leave Central for years, or it may be forever, she sends me forth not to drift aimless. For I have learned here not to worship at the shrine of the dollar mark. Do you also make sure that your ambition is worthy.

RESOLUTION

Resolve to win, and do not be easily discouraged. Blows temper the true steel and a good loser shows determination to achieve even in the face of defeat. The prize awaits those who keep everlastingly at it.

ATTAINMENT

Acquire, then, in good coin of the School, the studious, regular habits to develop your talents to the utmost. Education is your systematic training; and though many an hour seem too long for you now, you will find the four years all too brief to make of yourselves useful members of society.

CONFIDENCE

Can we be replaced, you were asking a moment since. Of course we can. But learn to think for yourselves carefully, and to act intelligently, so that you may trust your own judgment. Self-confidence begets faith of other men. Unless you can have faith in your own decisions, you cannot expect to be entrusted with large responsibilities.

THOROUGHNESS

Therefore be thorough, I say. Put your best effort into your work and do it well. The idling and lack of concentration that result in slipshod work make all things difficult, but industry makes all things easy. Be ashamed to hand poor home-work to your teachers. When you sign your name to such work, your reputation goes with it. You would not give to any man power over your future; therefore drive your own mind.

ENTHUSIASM

Enjoyment is the sure reward and sign of honest work or play. Then throw yourselves without stint into the smaller details of your school life and play the game for all it is worth. There is a thrill in the new-found sense of power.

RESTRAINT

Rule tongue and temper with an iron will. This marks the man, and the respect of others must follow. Do not give utterance to jealous or envious remarks that reveal a mean nature. When you give way to anger or to envy, your cause is surely lost.

“This is our doctrine, as I understand it, fellows, *expressed in a single word*, and it is reason and wisdom. Yet be not uncharitable to those among you who seem to have it not, but comfort and help

them, remembering always that it is for the sake of a great School, Central High."

Thus the good old Senior, now an Alumnus, closer to his School in the moment of parting than ever before, ended his harangue and went out into the heat and conflict of life. But the underclassmen had loyally heard and understood his meaning. In ever increasing throngs they will follow him down the years.

THE CENTRAL SUMMER HIGH SCHOOL

The summer of 1922 marked an important departure in the educational policy of Philadelphia high schools. For the first time two summer high schools were established with daily sessions from 9.00 to 12.30 o'clock for thirty-three days between July 5th and August 18th. Both of these summer high schools were co-educational in character and admitted pupils who were recommended by any of the high schools for special summer courses.

The Central Summer High School was expected to receive enough pupils to warrant the appointment of a Faculty of fifty teachers, including men and women drawn from the various high school faculties of the city. When the School opened on July 5th, with Dr. John L. Haney as its Principal, it was found that sixty teachers would be needed. Every available room in the main building was used for class-room purposes. The student body included over 1400 boys and about 900 girls.

In a special report presented to the Board of Public Education under date of September 12, 1922, Superintendent Broome spoke in the highest terms of the splendid spirit that pervaded the summer schools and urged the extension of the system. Mr. Frank C. Nieweg, the Assistant Director in charge of the summer schools, wrote an interesting article about them for the October issue of *THE MIRROR*.

The summer high school has justified itself by qualifying a large percentage of its pupils for promotion. Now that its usefulness has been demonstrated, students of Central High School may be expected to attend summer high school hereafter in increasing numbers.

THE ASSOCIATED ALUMNI OF THE CENTRAL HIGH SCHOOL

The first Alumni Association of Central High School, which was formed with characteristic promptness in July, 1842, by the newly graduated members of the First Class, was active for many years thereafter. Not only graduates, but also those who had completed a two years' course were eligible to membership. In 1867 there was formed a new body called the Alumni Institute of the Central High School, which limited its membership to graduates.

In 1873 these organizations were succeeded by the Associated Alumni of the Central High School, which has since proved a most influential body in promoting the welfare of the School. Under its auspices the Semi-Centennial was celebrated in 1888 with appropriate exercises spread over several days and evenings. Through its activities the erection of the present main building was brought about, followed by the formal dedication in 1902 in the presence of the President of the United States. A few years later it played an important part in securing and equipping Houston Field as the School's athletic grounds. Upwards of \$30,000.00 was subscribed by the Alumni to put the Field into proper condition for athletic purposes.

The award of prizes at the semi-annual Commencements of the School is made under the direction of the Associated Alumni. On such occasions a prominent alumnus is usually chosen to deliver the address and award the prizes to the winners. It also arranges for an Oratorical Contest, which is held in spring every year, at which members of the Senior and Junior classes compete for gold and silver medals. The Presiding Officer and the Judges at these Contests are chosen from among the Alumni.

The successive Historians and Masters of Archives of the Associated Alumni have done notable work in collecting and preserving historical records that pertain to the history of the School

and to the achievements of her sons. A General Catalogue was published in 1890 listing all the 12,373 students who had matriculated from the 1st to the 97th Class inclusive. It is hoped that the General Catalogue may soon be revised and brought down to date.

Regular meetings of the Associated Alumni are held in February and in June, usually on the evening preceding Commencement. From time to time there are also formal dinners, receptions, and other social or memorial gatherings to emphasize the continued interest of the alumni body in the welfare and progress of the School. Members of the Associated Alumni receive invitations to the Barnwell Lectures and are kept informed of the activities encouraged by the Barnwell Foundation.

All graduates and former students of the Central High School should be affiliated with the Associated Alumni and should take an active interest in its affairs. The organization has consistently urged the extension of the course of study so that the School may become in fact what it was for so many years in spirit, the College of the City of Philadelphia. Every loyal alumnus should contribute his support to bring about that logical development in the status of his *Alma Mater* for the benefit of the ambitious young men and women of Philadelphia who are now denied the possibility of collegiate training, which is to-day a pre-requisite for all professional education. The annual dues are one dollar; the life membership fee is fifteen dollars. All graduates and all former students whose classes have graduated are eligible to membership. Application may be made at any time to the Corresponding Secretary.

The present officers and managers of the Associated Alumni are:

President, Jacob Singer, Esq., 1218 Chestnut Street

Vice-Presidents, Alba B. Johnson, Chamber of Commerce

Horace M. Rumsey, Esq., 518 Stephen Girard Bldg.

Recording Secretary, Stuart L. Kirk, Esq., 503 Commercial Trust Bldg.

Corresponding Secretary, Bertram C. Schmitt, 25 W. Ashmead Place N., Gtn.

Treasurer, George B. Hawkes, Esq., 1429 Chestnut Street
Master of Archives, Dr. William J. Long, Frankford High School
Librarian, Professor James S. Hall, Central High School
Historian, Dr. Joseph S. Hepburn, Hahnemann Medical College

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ALUMNI PRIZES

Prizes awarded annually or semi-annually by the Associated Alumni or by others under the auspices of the Associated Alumni are as follows:

John J. Weaver First Honor Prizes. A gold watch and chain to the student in the graduating class in any of the parallel courses whose average for scholarship for the last year shall be the highest in the class.

A gold watch and chain to the student in the graduating class in each of the parallel courses, other than the winner of the first

mentioned prize, whose average for scholarship for the last year shall be the highest for such course, provided that such average shall be 95 or over in a possible 100 during said year.

Scientific Essay Prize. A gold medal for the best original essay by a member of the graduating class on an announced scientific subject.

English Literature Essay Prize. A gold medal for the best original essay by a member of the graduating class on an announced literary topic.

Historical Essay Prize. A gold medal for the best original essay by a member of the graduating class on an announced historical subject.

Norman C. Vendig American Literature Prize. Ten dollars in gold for the best essay on an announced subject in American Literature. This prize was founded in memory of Norman C. Vendig, of the 109th Class.

Commercial Department Essay Prize. Five dollars in gold, given by Dr. Calvin O. Althouse, of the 104th Class, for the best essay by a student of that Department upon an announced commercial subject.

Athletic Scholarship Prize. A gold medal given by Franklin Spencer Edmonds, Esq., 96th Class, to that member of any athletic team of the School for the current year who shall make the highest average for general scholarship.

Senior Art Prize. A book given to that member of the graduating class who presents the best set of architectural drawings in illustration of the lectures on the History of Art.

Oratorical Contest Prizes. A combined Senior and Junior Oratorical Contest is held in the spring of each year. The Faculty, through its Department of English selects the five best speakers in each class to take part in the competition. These speakers write original orations and deliver them at the contest. A gold and a silver medal given by the 106th Class are awarded to the best and the second best Senior speakers, and a gold and a silver medal given by the 57th Class are likewise awarded to the best and second best Junior speakers.

Alliance Française Prize. A bronze medal minted in France is awarded to the member of the graduating class obtaining the highest average for French.

Freshman Scholarship Prize. Ten dollars in gold, given by the 89th Class, to the member of the Freshman Class in any course, whose average for the year shall be the highest.

Isaac A. Sheppard Prizes. A gold and a silver medal, awarded "for worth and diligence" to those two members of the graduating class in the Mechanic Arts Course who are designated by vote of their teachers for those awards.

English Philology Prize. A gold medal given by the 100th Class for the best work done by a member of the Senior Class, under the direction of the Professor of English Philology.

Murrell Dobbins Prizes. A gold watch to that member of the graduating class in the Industrial Arts Course who shall have the highest general standing for the final two years of the course. Engineering books for those members of that class who rank second and third in general standing for the final two years of the course.

Barnwell Honor Award. An appropriate award, to be determined in each case by consultation with the winner, for that member of the graduating class who is chosen by his classmates and approved by the Faculty as the recognized leader of his class and as one who manifests in the highest degree those qualities that the Barnwell Foundation seeks to develop in the students.

Simon Gratz English Prize.—The semi-annual income derived from a Fund of One Thousand Dollars, to be awarded to that member of the graduating class who, in the judgment of the Faculty of the School, has attained the highest degree of proficiency in the knowledge and correct use, oral and written, of the English language.

Millard H. Herzberg, Jr., Prize. Books of a value of fifteen dollars, to that member of the Junior Class in any course who shall have the highest average for general scholarship among those students who participate in school or class athletics. This prize was founded in memory of Millard H. Herzberg, Jr., of the 142nd Class.

SCHOLARSHIPS

Every ambitious high school student who expects to complete the course is interested in the matter of scholarships that provide for free higher instruction in various colleges, universities, and technical schools. Ordinarily such scholarships are awarded to the most deserving members of the graduating class, regardless of the financial need of the student's family. The Faculty's Scholarship Committee, of which Professor James M. Hill is Chairman, makes a thorough canvass of the graduating class and ascertains the name of each student who wishes to be considered a candidate for a scholarship, as well as the name of the institution preferred and the course to be pursued if the student is successful.

The City Scholarships are awarded by the Board of Public Education to those high school graduates who stand highest on the list in their respective schools. Most of these Scholarships are in the University of Pennsylvania. They vary in number from year to year.

The Mayor's Scholarships in the University of Pennsylvania are competed for annually by examination and are awarded by a Committee representing the different preparatory and secondary schools.

The Simon Muhr Scholarship, paying four hundred dollars annually for four years to provide for a student's college fees and expenses, is the most desirable of the scholarships, but is not available every year for any particular high school. It is usually awarded to an honor graduate of high standing.

There are also scholarships in the School of Industrial Art, in the Academy of Fine Arts, Temple University, Ursinus College, Philadelphia College of Pharmacy, Lehigh University, and other institutions. Full information concerning these can be obtained from the Scholarship Committee. As a rule only students of high scholastic standing have a chance to win such a scholarship. In most cases the work of the Senior year alone is taken into account to determine scholarship rating.

THE WAR RECORD OF C. H. S.

The sons of Central High School have given loyal and devoted service in all of our country's wars since the foundation of the School. Robert R. Moorehead of the 3rd Class was killed at the Battle of Monterey in the Mexican War, and many other early graduates saw service in that War.

In the Civil War the first regular army officer who lost his life was Lieutenant John T. Greble of the 16th Class, who was killed at the Battle of Big Bethel. There are very few classes from the 4th to the 43rd that have not on their rolls at least one patriot who made the supreme sacrifice during that War. Three members of the 7th Class perished, while the 36th Class lost no less than six of its number. An incomplete list of those who gave their lives places the total at forty-two.

The rank and file of the School served in large numbers in all branches of military activity. Twenty took the examination in 1862 for appointment as assistant engineers in the U. S. Navy and not one was rejected. William H. F. Cushman of the 24th Class was Chief Engineer on the *Kearsarge* during her memorable engagement with the *Alabama*. An attempt was made shortly after the War to list all the C. H. S. men who had become officers in the Army or the Navy and showed the remarkable total of 316, yet in all probability that list is far from complete.

Although the Faculty of those days numbered only twelve to fifteen members, five of them saw service in various campaigns. Indeed, the work of the School was so crippled during the exciting days of Lee's invasion of Pennsylvania that the authorities were on the verge of closing the institution.

In the relatively short Spanish War, a later generation of Central High School men saw active service. Among these were Captain James M. Forsyth (35th Class) Commander of the battleship *Indiana*, Lieutenant Francis J. Haeseler (71st Class), who served on the *Texas*, and Lieutenant James G. Doyle (76th Class), the flag-lieutenant of the *Brooklyn* during the battle of Santiago.

During the Great War the number of C. H. S. men in the ser-

vice was unusually large. The Honor Roll, now in course of preparation by a Committee of which Dr. Calvin O. Althouse is Chairman, already numbers nearly eight hundred names. Among the six hundred who served in the Army there were 184 officers distributed as follows: 1 Major General; 2 Brigadier Generals; 1 Colonel; 5 Lieutenant Colonels; 21 Majors; 38 Captains; and 116 Lieutenants. In the Navy about 150 were listed, including 2 Lieutenant Commanders, 11 Lieutenants, and 15 Ensigns. A particularly conspicuous service was that of Professor Joseph W. Richards (78th Class) of Lehigh University, who was a member of the U. S. Navy Consulting Board. The list of those who gave their lives in the War is now eleven, but is in all likelihood not complete.

The Faculty of Central High School also made a remarkable record during the Great War. Of the thirteen teachers in the service, eight were officers, as follows: 3 Lieutenant Colonels, 2 Majors, 1 Captain, and 2 Lieutenants. Among them was Lieutenant William Frederic Craig, who was killed in action in France. A beautiful memorial to Dr. Craig now stands in the corridor of the School.

During the summers of 1917 and 1918 several hundred C. H. S. students volunteered for farm service as members of the Boys' Working Reserve. Some of these received an intensive course of training at Pennsylvania State College before beginning their work on the farms. Inspectors who visited the camps spoke highly of the help rendered by the students in augmenting the food supply.

The Associated Alumni is interested in a plan to convert the front vestibule of the school building into a Memorial Court of Honor to commemorate the services of those who participated in the Great War.

SCHOOL CHEERS

BRACKETY AXE

Brackety axe, axe, axe,
Brackety axe, axe, axe,
Hullabaloo, Hullabaloo
High! High! Central High
Team! Team! Team!

BOOM

Boom, boom, boom,
Riff, riff, riff,
Ray— Ray— Ray— Ray—
Team! Team! Team!

CHICKALACKA

Chickalacka, chickalacka
Chow, chow, chow—
Boomalacka, boomalacka
Bow, wow, wow—
Chickalacka, boomalacka
Boomalacka, chickalacka
Siss, boom, rah
Central High School,
Rah, rah, rah!
Team! Team! Team!

YEAH

Yeah———— Team! Team! Team!

CHI-EE, CHI-HI

Chi-he, chi-hi, cha—ha— ha— ha—
Central High School, rah— rah— rah!
Team! Team! Team!

THE SCHOOL SONG

"CENTRAL HIGH"

Horace M. Schell, '07
Francis A. Wade, '07

Music by
John L. Waldman, '07

Let others sing of college days
Their Alma Mater true,
But when we raise our voices
'Tis only, High, for you.
We'll ne'er forget those days gone by
Those glorious days of old,
When oft we sang the praises
Of the Crimson and the Gold.

CHORUS

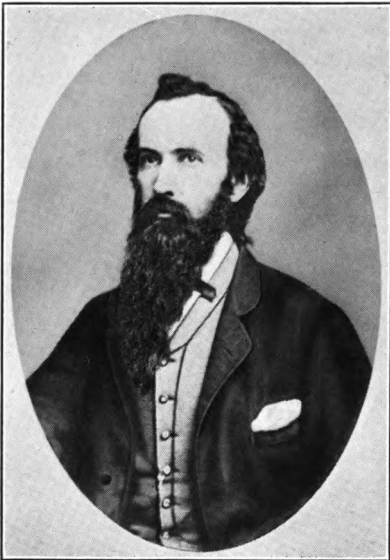
Dear High, dear Central High,
Thy mem'ries never die;
Thy honor we'll cherish
And laud it to the sky.
On ball-field or in life,
In peace or deadly strife,
For thee thy sons will labor,
For thee, oh! dear old High.

And when at last we leave behind
Thy shelt'ring portals wide,
Thy mem'ries still we'll cherish
Whate'er may us betide.
And when we congregate again,
With tuneful voice and strong,
With joyful hearts once more we'll sing
That same old glorious song.—CHORUS.

JAMES G. BARNWELL

Founder of

THE MARY GASTON BARNWELL FOUNDATION



JAMES GASTON BARNWELL

James Gaston Barnwell was born at Newtown Stewart, in the north of Ireland, on February 13, 1833, and was brought to Philadelphia as a boy. After receiving his early education in the grammar schools he was promoted to the Central High School in July, 1846. He was graduated as a member of the Sixteenth Class in 1850, and five years later received the degree of Master of Arts from his Alma Mater. For thirteen years after his graduation he served as a teacher and as a principal in the elementary schools and was for a time a member of City Council.

From 1863 until 1887 he was a Director of the Mercantile Library Company of Philadelphia, and during most of those years acted as its Secretary and as Chairman of the Book Committee. Thus he gained an intimate and thorough knowledge of bibliography. He accepted an appointment as Librarian of the Cincinnati Mercantile Library in 1864, and within three years succeeded in building up that institution beyond the expectations of its directors.

After serving from 1884 to 1886 as Librarian of the University of Pennsylvania, he became Librarian of the Library Company of

Philadelphia, the oldest subscription Library in America, and one of the many important enterprises started by Benjamin Franklin. For twenty years Mr. Barnwell held that responsible position until in 1907, at the ripe age of seventy-four, he retired from active service. He had acquired a large and valuable collection of books in varied fields of literature and spent his declining years surrounded by his bibliographical treasures in his home at 2000 Green Street, a short distance from his Alma Mater.

He died on February 23, 1919, ten days after his eighty-sixth birthday. In his Will, dated July 15, 1905, he wrote:

“Whatever reputation and success I have attained, however moderate, being the result, under Providence, of two causes, First, the training of a good mother who always inculcated and practiced the highest principles of honor and especially of moral courage regardless of immediate or apparent results, and Secondly, to the education which I received in the Public Schools of Philadelphia and especially in the Central High School, I wish to honor the memory of that mother by practically encouraging and rewarding the practice of the same high principles by the Students and Graduates of the School.”



MARY GASTON BARNWELL

Mr. Barnwell left his entire residuary estate, amounting to upwards of \$320,000 for the benefit of the students and the graduates of the Central High School of Philadelphia. This important Trust is named the Mary Gaston Barnwell Foundation, in honor of the Testator's mother, and is administered by the Philadelphia Trust Company as Trustee.

Under the Plan of Administration a Committee of three members, consisting of the President of the Central High School, the President of the Associated Alumni, and the President of the Philadelphia Trust Company, is acting as an *ex-officio* Advisory Committee. Upon the recommendation of that Committee this Hand Book has been prepared and printed for distribution among the students and graduates of the School, with the compliments of the Mary Gaston Barnwell Foundation.

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