

LIST OF PHOTOGRAPHS COLLECTED BY WILLIAM I. HULL

FOR HIS HISTORY OF SWARTHMORE COLLEGE, VOL. 2.

(Note: there is no list of illustrations at the beginning of this volume, as there was for Volume 1; it is accordingly not possible to tell which items would eventually have been included in the published work.)

1. People

Professor Appleton (two reproductions of the same portrait by Violet Oakley)

Clement M. Biddle, 1878.

President William N. Birdsall (two portraits)

Elizabeth Powell Bond

Susan J. Cunningham (photographs of portrait now hanging in Parrish)

President Charles De Garmo (two pictures)

Anna M. Ferris, 1877

President William Dudley Foulke

"Johnnie" - John Hayman (two photographs, taken from Halcyon)

George A. Headley

Professor Koenig, 1904 (photograph with Pastor Charles Wagner)

Walter Roberts

William E. Sweet, 1890

Pastor Charles Wagner, 1904 (photograph with Professor Koenig)

2. Group photographs

(a) College societies

Camera Club (i) 1897 (ii) 1898.

Somerville Literary Society, May, 1872 (members identified on back)

The Musical Clubs (undated)

"Orchestra", 1886 (members identified below) (two copies)

(b) Sport - teams etc.

? Athletics (undated; members identified below)
Baseball team (undated; members identified below)

Bicycle Race, start of, 1897

Football: teams of 1889 (two - one doubtful), 1893 (two - one doubtful - one with members identified below), 1898, 1899. Also "Scrub" of 1884 (two copies). Photographs of two games (? perhaps not football) - one titled "Swarthmore 4, Johns Hopkins 2", the other titled "Swarthmore 3, Crescent A.C. 2", both undated. Photograph entitled "The Center of the Line", undated, identifying members as Maxwell, Markle, and James J. Lippincott. Photograph entitled "Celebrating a foot-ball victory (Miss Bronk speaking)".

Lacrosse: teams of 1898, 1899, 1905. Also photograph of game in progress, undated.

Tennis - photograph entitled "Tennis on Front Campus", undated.

Track events: photographs entitled "Finish of Race: ", "Yards Run (Intercollegiate,)", and "A Start on Whittierfield", all undated.

(c) Classes

Engineering class, (i) 1894, (ii) 1898.

Physics: Sophomore Class, 1893-94; Junior Class, Jan. 1897.

"Constitution of the Class '74"

Class of 1879's Reunion

Class of '95

Graduating Class, 1905

(d) Miscellaneous

A First-day School Picnic - place unidentified, undated

Halcyon Staff, 1900

Delegates to International Peace Congress, 1904; also smaller group of delegates, with Baroness von Sutner and Isaac M. Clothier identified.

"Ivy Exercises on Class Day", undated.

May-Day Dance, 1911

President Swain's Inauguration: Academic Procession

Resident Instructors in Parrish Hall, 1892-93 (members identified below)

One unidentified group: possibly Halcyon staff of the 1880s or 1890s?

3. Places

(a) General views and ~~SCENERY~~ pictures taken in grounds

College campus in winter

Ice-storm on the south Campus (two different views)

"Packing Pipe with Asbestos, South Campus"

Crum Creek: (i) Crum Creek and Crum-Wald
(ii) "The Mirror of the Crum"
(iii) Skating on Crum Creek

Trees: (i) The old Cherry Tree
(ii) Mountain Pine (S.E. Campus), 1915
(iii) A woodland path
(iv) The willows (two very similar photographs)

Walk on Whittier Place (two copies, one sepia finish)

(b) Buildings - exteriors

Home of Prof. Arthur Beardsley (two copies)

Beardsley Hall, built 1907

Book and Key House

Hall of Chemistry (built 1904); also photograph of the laying of the corner-stone of the Hall of Chemistry, 1904.

Farm and campus from the south-west; also the farm from the rear (?)

Gymnasias: (i) The Old Gymnasium burns
(ii) The Hall, or New, Gymnasium - two photographs, one adding "Built 1898"
(iii) Somerville Gymnasium:
(a) Reproduction of photograph from 1894-5 catalogue, and cutting of same photograph (labelled "Built 1894") from 1895-6 catalogue.
(b) "Somerville Hall, Spring, ", undated.

The Library: two views, one with annotation "Built 1908"

The Meeting-House; (a) 6 views of original building (two copies of one); one dated on back 1898;
(b) 3 with the new wings added;
(c) one entitled "Whittier House and the Meeting-House, 1911"

The Observatories: (a) 5 views of the Old, or Cunningham, Observatory, one dated 12-1-1911, another from the catalogue of 1890-91;
(b) 1 view of the Sproul Observatory.

Parrish Hall: (a) When first built (two copies, sepia finish).
(b) After the Fire, 1881 (two copies).
(c) The Asphaltum (i.e. Magill Walk) (two very similar photographs, one in duplicate).
(d) In the snow (two views, one in duplicate though one copy has 4 lines of poetry underneath)
(e) Dean Bond's Doorway, at east end of Parrish.
(f) 5 general views from varying directions.

President's House: 4 views from varying directions, one in duplicate.

Railway station: (a) view from distance, before the underpass was built.
(b) close-up of station building.

Science hall: 6 different views; one taken from the dome, one in the snow, one dated June 3, 1905 (?).

Sharples Swimming-Pool, Men's Gymnasium.

Benjamin West House: ⁵ 4 different views; one dated 4-6-1910, another dated April 19th, 1889.

Warton Hall: from the 1918 Halcyon.

Whittier Field.

Whittier House and the Meeting-House, 1911 (also listed under Meeting-House)

Gateway to Whittier Place (class of 1890); also unidentified gateway, possibly earlier version of same.

Two negatives, both showing multiple views of campus, buildings, &c.

(b) Buildings - interiors

One multiple, from Catalogue of 1898-99, showing Electrical Laboratory, Machine Shop, Boiler and Forge Room, and Engine Room.

Chemical Laboratory (Catalogue 1890-91)

Draughting-room

Electrical Engineering Laboratory, 1935.

Machine shop (Catalogue 1890-91); and Forges in the Machine Shop.

Museum (Catalogue, 1890-91).

Physical Laboratory (Catalogue 1890-91)

Faculty Parlor, Parrish.

4. Maps, etc.

Swarthmore College Property, Delaware County, Penn., drawn by Mr. Fisher Longstreth, undated (but presumably towards the end of the 19th century); in duplicate.

Map of similar area, with inscription "Presented to Mr. Fisher Longstreth 6th Mo. 17th 1877".

5. Items from student publications etc. (chiefly photographs of drawings)

(a) Relating to sports

Athletic ~~Club~~ Association

Girls' Athletic Club (see also cartoon from New York Times, May 2 1937, (but obviously a much older drawing) entitled "Pathfinders of sports for women - Calisthenics at Vassar" and annotated in ink "Eliz. Powell Bond at Vassar, ").

Cricket Association

'Cycling

Fencing (apparently an activity undertaken under the aegis of the Boxing Club - date 1889)

Football (cartoon commemorating defeat of Univ. of Pennsylvania, Haverford (twice) in 1891)

Skating

Tennis

Track and Field sports; also cup awarded for these sports?

Tug-of-war

(b) Relating to clubs etc.

Alumni Association (undated; members of Board graduated between 1873 and 1895)

Classical Club - membership 1897-98.

Delphic Literary Society

T.H.D. (apparently a dining club)

The Fraternities of Swarthmore

Two unidentified items, relating to (?) a dramatic society, 1871, and (?) a geographical or scientific society, undated.

Natural Science Club (? satirical), 1887.

(c) Relating to academic activities

"A Lesson in Chemistry"

"Knights of the Round Table"

"Science Hall"

Cartoon illustrating activities in biology classes

(d) Miscellaneous

"Our Artist"

"The boy who made breakfast from 7.25 a.m."

"Some stray sketches for proposed illustrated Catalogue"

Drawing of college badge, with motto "Suaviter in modo fortiter in re".

A HISTORY
OF
SWARTHMORE COLLEGE

By

WILLIAM I. HULL, PH. D., F. R. HIST. S.
Professor of History in Swarthmore College since 1892

Volume II

1869-1902

A History of Swarthmore College

(Volume II : 1869-1902)

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Professor Hoadley

Professor Thomas

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Professor Kemp-Hoadley

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Assistant Professor Furman

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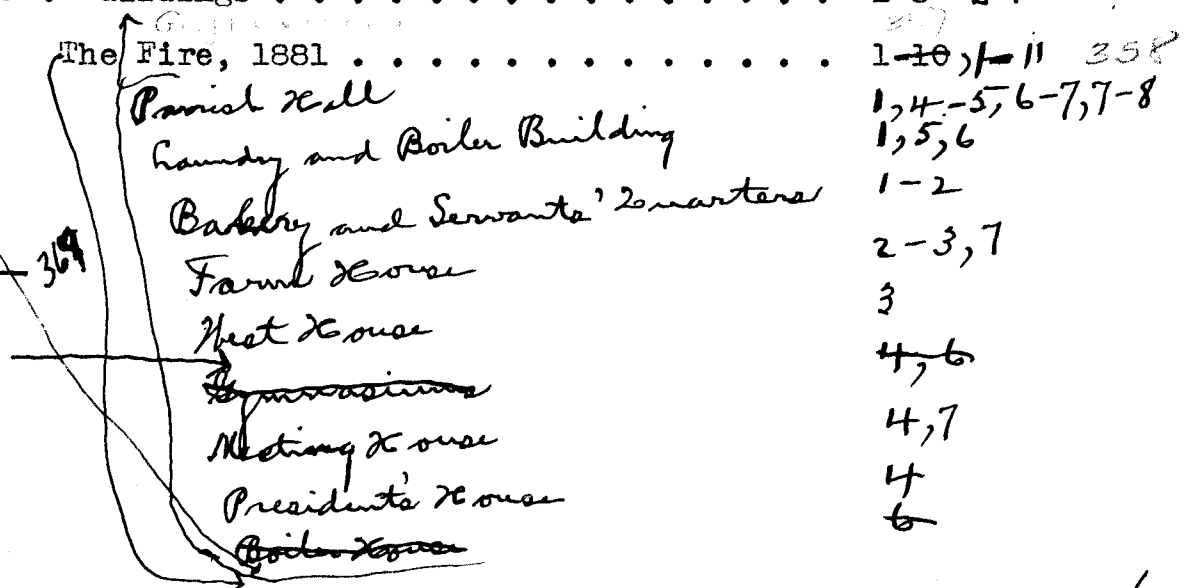
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William Dorsey - - - - -	Robert Biddle - - - - -
Isaac Stephens - - - - -	Eli H. Lamb - - - - -
Hugh McIlvain - - - - -	Annie Shoemaker - - - - -
Clement Biddle - - - - -	Emmor Roberts - - - - -
Samuel Willets - - - - -	Edward M. Ogden - - - - -
Daniel Underhill - - - - -	George W. Hancock - - - - -
Edward Herritt - - - - -	Susan W. Lippincott - - - - -
Elwood Burdsall - - - - -	Sophia W. Willets - - - - -
John D. Ricks - - - - -	Sarah H. Powell - - - - -
D. Rush Roberts - - - - -	Norman Hoopes - - - - -
Rachel T. Jackson - - - - -	Edmund Webster - - - - -
Martha C. McIlvain - - - - -	Emma McIlvain Cooper - - - - -
Elizabeth C. North - - - - -	John T. Willets - - - - -
Jane E. Downing - - - - -	Mary Willets - - - - -
Hannah W. Haydock - - - - -	Lydia H. Hall - - - - -
Caroline Underhill - - - - -	Minnie Willets Lowthrop - - - - -
Elizabeth C. North - - - - -	Edward Stabler, Jr. - - - - -
Margaret A. Corlies - - - - -	Mannah H. Woodnutt - - - - -
Joseph Wharton - - - - -	Elizabeth H. Passmore - - - - -
Robert Willets - - - - -	Rebecca Longstreth - - - - -
E. Fisher Longstreth - - - - -	Charles W. Biddle - - - - -
Anna H. Ferris - - - - -	Wilson H. Powell - - - - -
Clement H. Biddle - - - - -	William H. Jackson - - - - -
Isaac H. Clothier - - - - -	Rachel W. Millborn - - - - -
James Watson - - - - -	Mary C. Clothier - - - - -
Anna H. Hunt - - - - -	Catharine Underhill - - - - -
	Edward Martin - - - - -

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William Hyde Appleton (1889-91) - -
 Charles Polarno (1891-98) - - - - -
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Principal, Vice President, Matrons,
 Dean, Registrars - - - - -

Superintendents and the Household--

The Faculty - - - - -
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 before 1902 - - - - -
 Edward H. Magill - - - - -
 William Hyde Appleton - - - - -
 Arthur Beardsley - - - - -
 Eugene Paulin - - - - -
 Joseph Leidy - - - - -
 Joseph Thomas - - - - -
 Maria E. Sanford - - - - -
 Samuel S. Green - - - - -
 William Penn Holcomb - - - - -

Elizabeth Powell Bond - - - - -
 Spencer Trotter - - - - -
 George A. Roadley - - - - -
 William C. Day - - - - -
 Myrtle E. Furman - - - - -
 Sarah E. Howell - - - - -
 Mary L. Austin - - - - -
 Jacob M. Shell - - - - -
 William I. Hull - - - - -

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Religious Affiliations

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| John H. Richards - - - | Ellis B. Ridgway - - - - - |
| William T. Ridgway - - - | A. Mitchell Palmer - - - - - |
| Herbert Veir Smyth - - - | Hannah (Clothier) Hull - - - |
| Mary Willits - - - - - | Frances I. White - - - - - |
| William Penn Worth - - - | William C. Sproul - - - - - |
| Joseph H. Hunting - - - | Edward D. Hemple - - - - - |
| Carroll D. Williams - - - | Edward C. Wilson - - - - - |
| Willwood Furdall - - - | James S. Coale - - - - - |
| Charles McDowell - - - | Grant Ribert - - - - - |
| Edward Martin - - - - - | Henry McAllister - - - - - |
| Joseph Petch - - - - - | Howard T. Havenson - - - - - |
| E. Leslie Copper - - - | Charles Mart - - - - - |
| Charles R. Miller - - - | Edward A. Jenkins - - - - - |
| Emily (Hough) Savidge - - - | John F. Murray - - - - - |
| Edward H. Meiser - - - | Henry B. Coles - - - - - |
| Louis Robert Eugene Paulin - - - | Julius Stach - - - - - |
| Henry W. Seaman - - - - - | Esther H. Sutton - - - - - |
| William W. Coeks - - - | George H. Brooke - - - - - |
| Edgar I. Kavitz - - - - - | Charles S. Hallowell - - - - - |
| Charlotte (Brewster) Jordan - - - | Char B. Pancoast - - - - - |
| Guion Miller - - - - - | Henry C. Turner - - - - - |
| James T. Verree - - - - - | Frederick C. Hicks - - - - - |
| Joseph R. Grundy - - - - - | H. Percy Passmore - - - - - |
| Jane P. Rushmore - - - - - | Joseph H. Ligh - - - - - |
| Frederic P. Moore - - - - - | Helen (Weimensnyder) Martin - - - |
| Charles C. Miller - - - - - | John A. Thayer - - - - - |
| Thomas A. Jenkins - - - - - | M. Elizabeth Hamb - - - - - |
| Frederick H. Lafe - - - - - | Altha T. Coons - - - - - |
| John Haines Hippincott - - - | Owen Moore, Jr. - - - - - |
| Delanere Skorrrett - - - - - | David B. Rushmore - - - - - |
| Alice Hall Paxson - - - - - | Daniel Underhill - - - - - |
| John Russell Hayes - - - - - | Allen K. White - - - - - |
| Carroll H. Sudler - - - - - | Stuart Wilder - - - - - |
| E. James Brown - - - - - | Kent W. Hughes - - - - - |
| E. Lawrence Well - - - - - | Roland G. Kent - - - - - |
| William S. Larshall - - - - - | Samuel C. Palmer - - - - - |
| Aaron G. Pancoast - - - - - | Walter Clothier - - - - - |
| William W. Seaman - - - - - | Charles S. Moore - - - - - |
| Alexander S. Cummins - - - - - | John A. Lafore - - - - - |
| J. Carroll Hayes - - - - - | G. Irvine Leiper - - - - - |
| Ralph Stone - - - - - | Alfred E. Pfahler - - - - - |
| Frederic B. Pyle - - - - - | Arthur H. Scott - - - - - |
| Alvin W. Atkinson - - - - - | William A. Dixon - - - - - |
| Abby W. Hall Roberts - - - - - | Samuel J. Entrikin - - - - - |
| Walter Roberts - - - - - | Charles D. White - - - - - |
| William W. Sweet - - - - - | Isaac H. Clothier, Jr. - - - - - |
| Morris L. Clothier - - - - - | Philip S. Knauer - - - - - |
| Samuel A. Hippincott - - - - - | Charles G. Hodge - - - - - |
| William D. Hippincott - - - - - | Howard C. Johnson - - - - - |

Alumni (continued)

John Edwin Wells - - - - -	Walter H. Lippincott - - - - -
Charles Kaighn - - - - -	J. Serrill VerLenden - - - - -
Clement M. Biddle - - - - -	Anna Gillingham - - - - -
Robert Pyle - - - - -	Mary S. Haviland - - - - -
Iola Kay Eastburne - - - - -	Bird T. Baldwin - - - - -
Ellwood C. Parry - - - - -	Otley E. Jackson - - - - -
Marshall P. Sullivan - - - - -	Roland B. Flitcraft - - - - -
Reuben G. Bennett - - - - -	John Roach - - - - -
Francis G. Blair - - - - -	T. Walter Gilkyson - - - - -
Robert E. Manley - - - - -	Elizabeth Dinsmore - - - - -
Samuel Riddle - - - - -	Mark Thistlethwaite - - - - -
Charles T. Brown - - - - -	Harry W. Benkert - - - - -
Albert C. Myers - - - - -	J. Wilmer Pancoast - - - - -
Marion (Nicholl) Rawson - - - - -	T. Arthur Smith - - - - -
Frederic L. Thomas - - - - -	Richard Peters, Jr. - - - - -
Abner P. Way - - - - -	Helen D. Walken - - - - -
Mary Ida (Palmer) <i>Stabler</i> - - - - -	Fred Arn Johnson - - - - -
Guy T. Viskniski - - - - -	Allen R. Mitchell, Jr., - - - - -
John P. Broomell - - - - -	Ida (Wright) Bowman - - - - -
Anna Belle Eisenhower - - - - -	Lewis Fussell - - - - -
Gilbert L. Hall - - - - -	J. Milton Griscom - - - - -
Mary E. Seaman - - - - -	T. Stockton Matthews - - - - -
Benjamin A. Thomas - - - - -	George S. Worth - - - - -
Anna Bradbury - - - - -	Arthur G. Hoadley - - - - -
Richard J. Bond - - - - -	Emma G. Holloway - - - - -
Levis M. Booth - - - - -	Seeley A. Wallen - - - - -
A. Davis Jackson - - - - -	Edward H. Worth - - - - -

The Students - - - - -

 Number - - - - -

 Men and Women - - - - -

 Geographical Distribution - - - - -

 Co-educational - - - - -

Discipline - - - - -

Societies - - - - -

Religion - - - - -

Publications - - - - -

Scholarships and Fellowships - - - - -

Religious Affiliations
Age, at Entrance and at Graduation

Legends and "Institutions"

The Dome - - - - -	1	Billy the Watchman and "the Owl" 28
The Dormitories, bridge <i>bridge</i> and <i>the station</i>		Tom Dolphin, the Railroad and the Bridge - - - - -
Alcoves - - - - -	3	Sam Guyer - - - - -
The "Pet" and the Mirror -	7	Some other Old-Time employees -
The Front Door - - - - -	10	Rachel Eves and the Infirmary -
The Asphaltum and the Steps - - - - -	12	Skating on the Crum - - - - -
The Scrub Oaks - - - - -	15	The Dining Room - - - - -
The Pump - - - - -	18	Music - - - - -
The Bell - - - - -	21	
Johnnie Hayman - - - - -	23	

The Campus - - - - -

The Buildings - - - - -

Preface

This history of Swarthmore College during the first generation after it opened its doors attempts to mingle—in due proportions, it is hoped—both the grave and the gay. These two features of life are especially prominent during the four college years, the first being chiefly emphasized by the grave and reverend faculty, perhaps, and the second by ingenuous youths standing with reluctant feet—but with irrepressible gayety—where the brook and river meet.

Both chronological and topical narrative are requisite in such a history, and above all the biographical; for human personality looms large in the minds of college students at their impressionable age, while even faculty members never become thoroughly institutionalized or engulfed in their "specialties".

Since the author lived through only one-third of this period, in a Swarthmore professorial chair, his personal recollections are quite inadequate as a source of information; but, fortunately, the official printed and manuscript records of the faculty and board, and the monthly and annual publications of the students, as well as the records of their various societies, have been as well preserved as is the case with most educational institutions which are intent chiefly on making history instead of writing it.

Swarthmore College, 1869-1902

Chapter I: The Changing Years
A Chronological Summary of Outstanding Events

One generation in the life of the world is but a tiny span; in the life of a young and growing college, it is long and rich in pulsating energy and high ambition. The thirty-three years of Swarthmore's first generation were marked by phenomenal changes in its ^{national}~~social~~ environment, by developments in industry, transportation and the conveniences and amenities of every-day living which have become commonplaces today, but which constituted veritable revolutions in the history of our country. The young college reflected and emulated these changes by sharing in the spirit of "progress" and liberal culture which made them possible.

The inner life of a college consists, of course, in the intellectual ^{and social} activities which dominate the individuals and miniature society within its walls or upon its campus. These will be recorded in due course; but first it may be helpful to list what appeared to be the outstanding events of each successive year as estimated from an objective, external point of view. Like mile-stones upon a highway, these events may serve to mark the progress or retrogression, the ups and downs, the attempts, failures and successes encountered in perhaps an exceptional degree by a small Quaker college at the end of the nineteenth century.

The students' point of view as to inevitable changes in their familiar college environments is expressed in the following verses, the spirit of which is shared in reality even by the alumni, who are naturally and often volubly critical of any

changes in their beloved alma mater as they knew it:¹

It's a saying, old and trite,
That time causes in its flight
Many unexpected changes great and small;
But we never really thought
Of what wonders it had wrought
Till we all came back to College in the fall.

Yes, there're changes, certainly,
But I know you'll all agree
That it's still the same old College with them all;
And whate'er we felt before,
That each year we love it more,
As we all come back to College in the fall.²

In the first year, on November 8, 1869, the only college building—which was still incomplete—was opened informally to students ^{(26 freshmen and 173 preparatory pupils);} and two days later, occurred the formal "inauguration" of college work. *In 1869-70, the president, two professors, seven resident teachers, and three non-resident lecturers carried on the work of instruction.*

The second year (1870-71) saw the resignation of Dr. Edward Parrish as president, the appointment of Edward H. Magill as his successor, ^{the resignation of Helen Conyngton as matron, the appointment of Phebe H. Foulke and Maria W. Sanford as professor of history.} and the accession of Dr. Joseph Leidy as non-resident professor of natural history. In this year, also, a "superintendent", or business manager, ^{Thomas S. Foulke ("Cousin Thomas")}, was added to the staff; and the name of the railway station and ^{Swarthmore Depository} post office was changed from West Dale to Swarthmore. ^[Insert p. 2¹]

^{the Historical Library was founded; the elective system was introduced; two literary societies were founded;}

In 1871-72, a gymnasium was built; and a new professorship (in chemistry and physiology) and the beginnings of the departments of engineering and physics were established.

Edward H. Magill, who had retained as acting president the title of principal (of the preparatory department), was ^{inaugurated as} ~~at the commencement in 1872;~~ ^{elect} president ~~in 1872-73;~~ and in the same year, Eugène Paulin was appointed professor of Latin and French, Arthur Beardsley professor of applied mathematics and physics, William Hyde Appleton professor of Greek and German, and Susan J. Cunningham assistant professor of mathematics. These five members of the faculty (together with Dr. Joseph Leidy and Dr.

1-The Halcyon, 1902, p. 148.

3.

Joseph Thomas) were destined to render long and signal service to the college and to become for many years the virtual heart or backbone of its teaching staff. ^PThis year is noteworthy, also, for the fact that a class of seniors existed for the first time, and a commencement, ~~or "Commemoration Day", as it was called~~ was held. The age of admission to the preparatory department was increased to thirteen years, ^{thus constituting the first step towards its abolition;} and the degrees of Bachelor of Science and Master of Science were added to the bachelor and master degrees in arts. *(out of six graduated in 1873)*

In 1873-74, four "resident graduates" studied at the college; the four classes, the faculty and curriculum were divided into classical and scientific sections; and the three divisions

of the third, or lowest, class in the preparatory department ~~the lowest division of this class was dropped (but this did not occur until 1881)~~ were to be dropped by the end of 1875-76. *(In this year, also, the engineering course was added to the classical and scientific.)* President Magill began his campaign to strengthen and to recruit students graduating from the Friends' schools. ^{1/ A new family was begun with the railroad; and a}

In 1874-75, the name of the "Anson Lapham Repository" was changed to the "Friends Historical Library"; Dr. Joseph Thomas was appointed professor of English Literature; ^{and} a standing committee on trusts, endowments and scholarships was appointed by the board. ^[Insert p. 31] *new winding, board-walk took the place of the old circle one from the station to Parish Hall.*

A pre-medical course ("Medical Chemistry") was introduced in 1875-76, ^{was} also ^{a "Modern Classical Section", leading to} the degrees of bachelor and master of letters. The first students from foreign lands (Canada and "South America") were received; and a list of graduates was added in the catalogue. *The President's House was completed [Insert p. 31 b]*

In 1876-77, ^{the} first leave of absence was granted to a member of the faculty (to Samuel S. Green, assistant professor of physics), who spent it in study in Germany; ^{the first regular athletic sports were held (May 19, 1877)}

1-Catalogue, 1873-74, p. 29; cf. Volume I, p.

first separate report of the Committee on Trusts, etc., showed a balance of \$72,000; Charles W. Foulke resigned as Matron, and was succeeded by Caroline S. Wood; 15

first separate report of the Committee on Trusts, etc., showed a balance of \$72,000; Charles W. Foulke resigned as Matron, and was succeeded by Caroline S. Wood; 15

4. P. In 1877-78, the first regular athletic sports were held ^{the fall} on November 10, 1877, and the spring ones on May 11, 1878; ^{on a cinder road north of the campus}

The next year saw ^{June,} the inauguration of the Alumni Association (1878), which was incorporated in 1882;

A "normal" department was added in 1878-79, and a diploma and certificates of different grades were offered to its students. The lowest class of the preparatory department had not been dropped, as planned, in 1876; and now a still lower class of pupils was added to increase opportunities for practice in teaching in the preparatory department. [Insert p. 4-1]

The catalogue of 1879-80 notes the existence of a "Reading Room" separate from the library (with Professor Beardsley as librarian), of the "Museum", and of three students' literary societies (the Delphic, Eunomian, and Somerville).

A meeting-house to be used for ~~the~~ meetings for worship by members of the college and village communities was erected in 1880-81 ^{(the gift of Joseph Wharton),} and a "Science Building" was promised for the near future; ^{the "Asphaltum" walk was built to the station, and the "Scrub Oak" avenue was planted.}

In September, 1881, "the Great Fire" destroyed the "Main Building", and the college activities were transferred for the rest of the year to the neighboring town of Media. But the rebuilding of the "Main Building" ^(the commencement of 1882 was held in the main building) was immediately begun, and the new "Science Building" was erected, while a new museum collection and a new collection of books were promised for September, 1882. P The college students were divided into classical, literary, scientific, engineering, and "irregular"; while the highest class of the preparatory department was called the college preparatory class, the others retaining the names of A, B and C.

In 1882-83, two graduates were elected to the board—the ^{Five Friends' schools were permitted to send graduates or certificate.} first alumni representation. The study of political economy was added in the history department. Two student publications, The Phoenix and The Halcyon (the latter a year-book of the junior

5.

class), were established. Samuel Willets, the first large benefactor and the first chairman of the board, died in February,

1883. *The inauguration of the new main building occurred January 18, 1883: free railroad tickets and lunch were provided by the college to all visitors.*

Only 68 out of 289 students were in the college classes. A library fund of \$10,000
In 1883-84, a new professorship (in "Elocution") was established.

elect

and In 1884-85, a director of physical culture was appointed; *Superintendent Thomas Fowler died (April 19, 1885); President Magill and the students replied to a hostile criticism of the college which appeared in the Doylestown (Pa.) Intelligencer.*

An astronomical observatory was begun, in 1885-86 (completed and occupied in 1886); Dr. Joseph Leidy became the first professor emeritus; *a biological laboratory opened; a botanical garden begun;* *and a separate professorship of Latin was established;* *the normal department was discontinued; the lowest preparatory class (C) was dropped; majority of students at least in the college.*

In 1886-87, Elizabeth Powell Bond became the beloved "matron" (dean, and an "officer of instruction", in 1890); *and the astronomical observatory was erected;*

the professor of mathematics became also the professor of astronomy; President Magill travelled in the eastern States and Canada in the interest of

Ph. D. in 1887-88

Professor Joseph Thomas retired; in 1887, the first honorary degree was conferred at the commencement of 1888 (Ph. D. on Professor William Hyde Appleton, and S. D. on Professor Susan J. Cunningham);

by the commencement in 1888, In 1888-89, were endowed the first professorships, namely, the Edward H. Magill professorship of mathematics and astronomy; the Isaac H. Clothier professorship of Latin; the Joseph Wharton professorship of history and political science; and the Isaiah V. Williamson professorship of engineering. The last three of

these were named after their respective donors, and the first after President Magill, who had collected in small amounts the necessary fund for it.

1888-89 In ~~this year~~, there joined the faculty two men who were to serve the college for many years, namely,

Spencer Trotter, professor of biology (1888-1928), and George A. Hoadley, professor of physics (1888-1914); *Dr.* ~~and~~ Jacob K. Shell was appointed director of physical training of men (1888-98 and 1906-09).

Dr. Edward H. Magill retired from the presidency at the end

misc, IV: 83-84, 87-89.

Southwestern and higher education among Friends.

6.

of 1888-89, and after a year's leave of absence in France, became professor of French (1888-1900). Professor William Hyde Appleton became acting president in 1889-90; William Dudley Foulke was elected president for 1890-91, but withdrew his acceptance, and Dr. Appleton was elected for the year, at the end of which he returned to the professorship of Greek (1872-1909).

In 1889-90, the preparatory department was "formally abolished", and a "sub-collegiate class" was maintained for two more years for the purpose of enabling the remaining preparatory pupils to complete their preparation for the first year of college. A "Bureau of Professional Information" was introduced for the benefit of the graduates.

In 1890-91, the sub-collegiate class (or "preparatory department") dwindled to forty-one students, as compared with 173 in 1869-70, and as compared with twenty-six college students in 1869-70, and with 165 college students in 1890-91.¹

Dr. Charles De Garmo was elected president in 1891, and served seven years. With his Middle Western background, and fresh from his doctorate at Heidelberg, he was eager to lift the students of the Pennsylvania Quaker college out of their introversion and make them aware of the roaring tide of political and economic events transpiring in the outside world, or at least in their own country. He procured, as one step towards this, the establishment of a department of economics and social science, and the appointment as its head (in 1892), of Dr. William I. Hull, who had just finished a six years course in history, politics and economics at Johns Hopkins Halle-an-der Saale,

1-Its members decreased still more in the next four years, and in 1894-95 a few "Irregular" or "Unclassified" students took the place of preparatory and sub-collegiate students alike.

and Berlin Universities.¹

"The Great Depression" began in 1893, and proved to be a drastic stimulus to economic and political awareness, but also a great detriment to the material progress of the college. Nevertheless, a full professorship in English was established, in 1893-94 (the first since Dr. Joseph Thomas resigned in 1887), and was maintained for two years. A gymnasium for the women students (Somerville Hall) was built in 1893-94, and the first fellowship (the Joshua Lippincott Fellowship) was established and awarded for that year.

A fire caused the partial destruction of Science Hall and necessitated its restoration and enlargement, in 1894-95. A second fellowship (the Lucretia Mott Fellowship) was established and awarded in 1895-96. *[Insert p. 7¹]*

The depression prevented noteworthy progress during the next two years, and the number of students decreased from 204 (in 1892-93) to 162 (in 1897-98). Dr. De Garmo was desirous of retiring from the administrative duties of the presidency and returning to the tasks of the teacher. He therefore resigned in 1898, and became professor of pedagogy in Cornell University. *[Insert p. 7²]*

William W. Birdsall, B. S. of Earlham College, was elected president in 1898; and the years 1898-1900 saw a readjustment of the teaching staff, the installation of a new heating system, and the erection of a new gymnasium for the men students. The new president had been for many years the principal of Friends'

1-The departments of history and politics and economics and social science were combined in 1894. Early in the next century, after the depression had ended, these subjects, plus international relations and Quaker History, were distributed among three departments, Dr. Hull serving as professor and research professor from 1892-1939.

8.

Central School in Philadelphia, and he strove especially to increase the number of Swarthmore students by appeals for graduates of it and ~~the~~ ^{of} other Friends' preparatory schools. More scholarships were therefore offered to them, and a pre-medical course was ^{again} introduced, in 1900-01.

But a training and career of preparatory school work, thoroughly successful though it had been, proved inadequate for a college presidency. With returning "good times", the number of students increased to 207 (in 1901-02); but President Birdsall's difficulties in his struggle to make the college what its board, faculty, students and alumni aspired for it to be, caused him to resign in 1902, and to return to the principalship of a preparatory school (the Girls' High School of Philadelphia).

With 1902-03, and with the appointment as president of Joseph Swain, former professor and vice-president in Stanford University and president of Indiana University, Swarthmore College entered upon a new era.

THE "HISTORY OF SWARTHMORE COLLEGE, 1869 - 1902"

The youthful college did not become sufficiently self-conscious, or mindful of its own history until after the "Great Fire" in 1881. The next year, when it was thirteen years of age, its catalogue began the annual series of historical sketches with the five-line statement: "Swarthmore College was founded by members of the religious Society of Friends, in order to provide the children of the Society and others with opportunities for higher education under guarded care. With this object in view, a property of 240 acres was secured in a rural district ten miles from Philadelphia on the Central Division of the P. W. and B. Railroad."

This modest statement of its history was continued in the catalogues for twenty-three years unchanged, except for giving the date of the founding as 1864, substituting Philadelphia, Wilmington and Baltimore¹ for the ~~above~~^{railroads} initials, omitting "and others", and adding after "guarded care" the words "of those of their own religious faith."² In 1905-06, the catalogue contained a historical sketch of twenty pages contributed by Professor William I. Hull. Meanwhile, in The Halcyon, a year-book published by the junior class of the college, Professor Edward H. Magill contributed a historical sketch which was published chapter by chapter in twelve successive years from 1891 to 1903; and Professor William P. Holcomb had written a historical sketch of _____ pages which was published in the series of volumes on higher education in the various States issued by the United States Bureau of Education.³

1 - 1882-83, p. 10.

2 - The last two changes were made in 1898-99, at the beginning of the presidency of William W. Birdsall. Following this change, the words were added: "Others are admitted upon the same terms as Friends, and nothing of a sectarian nature appears in the instruction or in the management."

3 - Professor Holcomb's sketch was published in the volume on "The History of Higher Education in Pennsylvania", edited by Charles H. Haskins and William I. Hull, Washington, D.C., 1 _____, pp.

Chapter II
The Corporation and Stockholders

The Corporation of the Stockholders of Swarthmore College held its sixth annual meeting on the 1st. of 12th. Month, 1869, three weeks after the college was opened, and its subsequent meetings in December of each year. Its minutes were published in the same pamphlet with the catalogue of the college during the years 1869-1882 (also separately for 1869 and 1881), and in separate pamphlets thereafter.

Its treasurer was directed to "hold the funds belonging to the Corporation, subject to the disposition of the Board", to be "guided in the investment of the funds by the advice and direction of the Finance Committee [of the Board], and to report to the Board at its stated meetings in the Fourth and Twelfth months". But down to the present time, the treasurer continues to be listed as the treasurer of the corporation, and not of the college. The first treasurer (from 1866 to 1870) was Henry M. Laing; its second (from 1862 to 1866, and 1870 to 1873) was William Canby Biddle; its third (from 1873 to 1874) was Clement M. Biddle; its fourth (from 1874 to 1875) was Huch McIlvain; and its fifth (from 1875 to 1901) was Robert Biddle. During the last year of the generation (from 1901 to 1902), the treasurer was Robert Biddle's son, Charles M. Biddle, who continued in the office for another score of years, until his death in 1922.

The three "Receivers" of the corporation from New York, Philadelphia and Baltimore (namely, Samuel Willets, Clement M. Biddle and Gerard H. Reese, respectively), continued to function until 1872, when the treasurer assumed their duty.

The other officers of the corporation were two "clerks" (or chairmen), one man and one woman. Of these, there were

2.

four men, namely, Clement M. Biddle (1868-73), Isaac H. Clothier (1873-78), George W. Hancock (1878-94) and Robert M. Janney (1894-1903); and seven women, namely, Edith W. Atlee (1869-71); Annie Shoemaker (1871-72); Martha Dodgson (1872-73); Sarah F. Corlies (1873-78); Matilda Garrigues (1878-82); Abby M. Woodnutt Miller (1882-83, 1894-1902); and Fannie A. Willets Lowthorp (1883-94).

During 1869-70, the clerks of the corporation acted as clerks of the board; but from 1870, the board had its own president and secretary. One of the clerks of the corporation continued to act, however, as secretary of the board in 1870-71 and to serve thereafter ex officio on one or more of its sub-committees. This was true in the case of Clement M. Biddle, Isaac H. Clothier, George W. Hancock, Fannie Willets Lowthorp, Robert M. Janney, ^{and} Abby Woodnutt Miller. From 1875 to 1878, the two clerks of the corporation (both man and woman) were listed as ex officio members of the board; and from 1900 to 1902, the woman clerk of the corporation became the secretary of the board as well.

In 1887, the board recommended to the stock-holders that they donate their stock to the "Swarthmore Stock Trust Association", which had been formed during the year "for the purpose of aiding in keeping Swarthmore College under the control and management of persons in sympathy with the objects of its founders, and who are members of the Religious Society of Friends".¹

As a substitute for this proposal, a petition was approved unanimously in 1891 by 12,674 share-votes^{cast} (out of 20,000 shares issued) to amend the charter so that a Board of Corporators ^{should} ~~might~~

stockholders' Minutes, 1887, pp. 18, 18.

be authorized to hold and use the shares of stock for the control of the college. The reasons advanced for this petition were that "the shares possess no value, saving as means of controlling the management, and are liable to be lost, if the representatives of the contributors cease to take an interest in the work".¹

This movement met with sundry obstacles, legal and personal; and again, in December, 1896,² the stockholders voted "that a committee be appointed by the Chair to recommend to the Stockholders of Swarthmore College that they transfer their stock to the Swarthmore College Trust Association, and that the committee be empowered to take such action as may be necessary to accomplish the desired result. The Chair appointed the following names to serve on the Committee: Isaac H. Clothier, Mary Willets, Charles M. Biddle, John T. Willets, Eli M. Lamb".^P This committee reported the next year³ "that they had engaged the services of Benjamin Hallowell, Jr., whose report was submitted as follows, as the report of the Committee. 'In the matter of Swarthmore certificates, which was placed in my hands last summer, I would say that circulars and powers of attorney were sent out to all shareholders whose addresses could be procured, amounting to some 1,500. Have received a large number of letters asking for information, to which I have promptly replied. With very few exceptions, every one who has written has expressed warm approval of the plan of transferring the stock to an Association. I have received since Seventh month 15th powers of attorney with certificates for the transfer of 1,764 shares, making present

1-Ibid, 1891, pp. 25-7.

2-Ibid, 1896, p. 30.

3-Ibid, 1897, pp. 36-7.

4.

total number of shares transferred to the Association 11,801. I have also received powers of attorney for 491 shares without the certificates, parties stating that the same had been lost or mislaid. There yet remain of the total issue 7,561 shares in the names of 1,823 persons, from whom I have not yet heard, or whose addresses I have been unable to procure; of which number of shares 3,474 stand in the name of 83 individuals. There are quite a number of shares in the hands of executors of estates, which have been settled so long ago that the parties do not feel at liberty to take any action at present. I would suggest that the Board of Managers authorize the transfer to the Association of all those shares for which we have received power of attorney without the certificate, noting the fact on the stub of the certificate book.' The report was accepted and the Committee continued".

During 1899, the committee reported "little accomplished", and it was continued.¹

Until 1910, when its powers were merged in the board of managers, the corporation continued to be—nominally, at least—the controlling body of the college. Its meetings of the stockholders nominated and elected the members of the board of managers, received and passed upon the reports of the board, and its subcommittees cooperated with the board in the most important college affairs.

Thereafter, the corporation was practically identical with the board of managers; but it continued to hold annual meetings and to retain its officers (president, vice-president, secretary, and treasurer), all of whom were members of the board.

1-Ibid, 1899, p. 27.

Chapter III
The Board of Managers

The name of this board was not the familiar "board of trustees", for there were no trust funds, or endowments, at first, but only the funds received from the sale of shares of stock and other current receipts. Chosen by and responsible to the corporation, the board was primarily and legally the managers for, or a sub-committee of, the corporation, rather than of the college; but they were listed in both the minutes of the corporation and the college catalogue. ↗

The powers assigned to the board appeared to justify for its members the more familiar college name of "overseers"; although their increasing influence and activities soon justified that of "managers," while the recent very large increase in the college trust funds would make the name "trustees" still more appropriate. ↗
P The number of members has been almost invariably thirty-two¹; and ninety-nine individuals were elected during the generation (1869-1902). Of the 99 elected, 46 ~~have been~~ ^{were} men, and 55 women. ↗

Although thirty-two may seem an unwieldy number, it enables an average of eight standing sub-committees to have four or more members each, which makes ~~it~~ ^{them} of workable size. The first by-laws provided that eleven members should constitute a quorum.

The equality of women with men in all the phases of social life which had been recognized from the first by the Society of Friends, the growing recognition in the second half of the nineteenth century of the rights of women, and the interests of the women students in a co-educational college, all united to cause the election ^{of an equal number of} ~~of 16~~ men and ~~16~~ women to the first board. To make assurance to the women doubly

1-There were 34, from 1874 to 1878; 31, in 1881-82 and 1891-92; and 30 in 1898-99.

sure, the stockholders ratified the supplement to the charter of the college enacted by the legislature in April, 1870, which provided in its Section 3 "that women, single or married, may be members of said corporation and managers thereof".¹

The geographical representation on the board was distributed among the members of the three Yearly Meetings which were the centers of Quakerism in the eastern United States, namely, Philadelphia, New York, and Baltimore. With an approximate recognition of their respective numbers and financial assistance, from 16 to 22 members were elected from Philadelphia Yearly Meeting, from 12 to 8 from New York, and from 4 to 2 from Baltimore. Personality counted for most in this distribution; but democracy, practical considerations, local interests, and diversity of view-point were not neglected.

The charter requirement that all members of the board should be members, when elected, of the Society of Friends was faithfully observed.

Since Swarthmore was opened after the first managers had attained maturity, none of those elected between 1869 and 1902 had received a degree from any college except Swarthmore.² The first graduate from Swarthmore to become a member of the board was Herman Hoopes (B. S., 1874), who was elected in 1882. Of 31 managers elected between 1882 and 1902, ten (4 men and 6 women) received Swarthmore bachelor degrees, and one (a woman) was a Swarthmore ex-student.³ Since 1902, 40 out of 75 managers have been Swarthmore alumni, and in 1938, 28 out of 31. While this preponderance may seem to make for provincialism, it is natural that the college should be guided by its alumni who have looked at it and its faculty from the undergraduate point

1-Stockholders' Minutes, 1870, pp. 9-10.

2-Except M. Fisher Longstreth, who had received the degree of M. D..

[3-This foot-note is on the other side.]

[Footnote 3 for p. 2, over.]

3 - These were: Emma McShann (Cooper), A.B. '76: 1882-1923; Abigail Woodruff (Miller), B.L. '79: 1883-4, 1893-4, 1900-02; Helen Conly (White), A.B. '75: 1885-93; Elizabeth E. Kent, B.L. '82, 1887-88; Edward Martin, A.B. '78: 1892-1938; Howard W. Hippincott, A.B. '75: 1894-1919; Fannie Hallett (Growthop), A.B. '80: 1894-1910; Marianna Smith (Rawson), B.L. 1899-1916; Daniel Wendenhill, Jr., B.S. '94: 1899-1909, 1912-; Howard Cooper Johnson, B.L. '96: 1901-; and Mary Millie (Albertson), ex-'86: 1899-1916.

3.

of view, and who cherish a loyalty to it and a deep personal interest in its welfare.

On the other hand, the danger of too much introversion has been counteracted by the fact that none of the presidents have been Swarthmore graduates, but have had their training in colleges and universities in New England, the middle west,

the far west, and in France, Greece, Germany, and England, while the majority of the members of the faculty have been graduates of colleges and universities other than Swarthmore.

The occupations of the managers were chiefly those of business and housekeeping, with a sprinkling of lawyers, teachers, and farmers. Most of them were leaders, and many of them were ministers, in the Society of Friends.

The longest terms served by them as managers, during the period, were: 33 years (35 in all) by Jane Downing; 32 (39 in all) by Joseph Wharton; 29 by Daniel Underhill; 26 (35 in all) by Eli M. Lamb; 26 by James V. Watson; 25 (31 in all) by Emory Roberts; 24 (43 in all) by Isaac H. Clothier; 23 (27 in all) by Susan W. Lippincott; 23 (24 in all) by Edward Ogden; 22 by Martha G. McIlvain; 21 by Anna M. Hunt; 20 (41 in all) by Emma McIlvain Cooper; and 20 (37 in all) by Edmund Webster.

The families who served the longest and gave the largest sums of money to the college were: the Bancrofts, husband and wife, one of whom served as manager for 53 years; the Biddles, eight members in three generations ~~of whom~~ (Robert, William Canby, Rachel, Clement, Clement M.—Senior and Junior—, Charles M., and Lucy Biddle Lewis) all of whom served as managers 121 years among them (two of whom are still serving), and three of whom served as treasurer for 55 years, and one a large benefactor; the Clothiers (husband, wife, and two sons), three of whom served as managers 92 years among them (one of whom is still serving), one as president of the board

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for seven years, and all as large benefactors; the Cocks, three generations of whom (Elizabeth H., Mary W., and William W.) served as managers; the Hallowells, two generations as managers (Benjamin, Margaret E., and two sons; [but, alas, no more Tysons]); the Hoopes, two generations (Edward, Barton, and Herman); the Jenkins (father and son, the latter a president of the board); the Longstreths (husband, sister, wife, and daughter—the last serving longest of all the managers); the McIlvains (husband, wife, and daughter, Emma McIlvain Cooper); the Morritts (Albert A., Edward, and Sarah H.), managers for 29 years; the Powells (Joseph; a mother, son, and grandson: Sarah H., Wilson—senior and junior, the latter a president of the board for 13 years); the Underhills (husband, brother, two wives, and son) all managers, and one still serving; the Whartons (mother: ~~Deborah F.~~, son: ~~Joseph~~, and granddaughter: ~~Joanna W. Lippincott~~), all managers, one a president of the board for 24 years and a large benefactor; the Willets (seven members, in three generations) all managers for 119 years among them, and one a president of the board for seven years and a large benefactor; and the Worths, three generations (S. B., Elizabeth ^{S.}, Caroline H., and Elizabeth W. Spackman), all managers (one still serving), and ~~one a large benefactor~~ *two were large benefactors.*

The officers and committees of the board were as follows: The board during 1869-70 was served by the two "Clerks" of the Corporation (C. H. Biddle and Edith W. Atlee); by the Corporation's Treasurer (Henry M. *Leing*); and beginning with 1870, by a President (~~1870-83~~ ^{1870-83, and} S. Willets) ¹⁸⁸³⁻¹⁹⁰⁷, J. Wharton ~~(1883-87)~~, and Secretary (~~1870-72~~ ¹⁸⁷⁰⁻⁷² C. H. Biddle) ¹⁸⁷²⁻⁸¹ H. F. Longstreth, ¹⁸⁷²⁻⁹¹ ~~81-88~~ H. Hoopes, ¹⁸⁹¹⁻¹⁹⁰⁰ ~~88-93~~ Abby Wood ¹⁹⁰⁰⁻⁰² ~~93-02~~ ^{with} Miller ~~2~~).

Its committees were at first four in number, namely, auditors, finance, building, and executive. In 1872, three more were added, namely, instruction, museum, and Anson Lapham Repository. In 1874, a committee on trusts, endowments and scholarships was added; physical laboratory was added to museum; and the name of the committee on the Anson Lapham Repository was changed to that of the Friends' Historical Library. In 1876, property was added to building; in 1881, physical laboratory was changed to laboratories; in 1889, the number of committees was increased from eight to nine by the addition of one entitled "trustees of endowed professorships", and to ten in 1894 by one on the library.

At the present time, the committee of auditors is merged in that on finance; instruction and libraries are grouped together; one committee has charge of all trusts; and three new ones (namely, observatory, household, and nominating) have been added, making eight in all.

With a board of thirty-two members, the average committee membership of from two to nine has been neither unduly large nor unduly small; while the various phases of the college life have been well supervised by committees of the board varying from four to ten in number.

The Chairmanships of Committees have been fairly representative of Philadelphia, New York and Baltimore, but not of women.

Executive Committee: Ed. Hoopes, 69-74; H. McIlvain 74-76; Clement Biddle 76-78; I. H. Clothier 78-82; Emmor Roberts 82-02.

Finance: Wm. Dorsey 69-74; Ed. Hoopes 74-76; Hugh McIlvain 76-77; C. M. Biddle 77-80; I. H. Clothier 80-82; E. H. Ogden 82-86, 89-92; Emmor Roberts 86-89; Charles M. Biddle 92-01; R. M. Janney 01-02.

Trusts: S. Willets 74-83; Jos. Wharton 83-88; I. H. Clothier 88-93; Ed. Ogden 93-99; Ed. Webster 99-02.

Endowed Profs: I. H. Clothier 89-02.

Buildings and Property: H. McIlvain 69-77; Clement M. Biddle 77-78, 79-80; J. V. Watson 78-79; Emmor Roberts 80-81, 87-88; Ed. Ogden 81-87, 88-01; Ed. Webster 01-02.

Instruction: Clement Biddle 70-84; E. M. Lamb 84-91; Annie Shoemaker 91-00; Abby W. Miller 00-02.

Museum and Laboratories: J. Wharton 69-83; Anna M. Hunt 83-87; E. Stabley 87-90; W. M. Jackson 90-92; Mary C. Clothier 92-98; Mary Willets 98-02.

Friends' Historical Library: Isaac Stephens 71-2, 83-4; Rachel T. Jackson 72-83; E. M. Lamb 84-5; E. Stabley 85-87, 90-92; I. H. Clothier 87-89; Lydia H. Hall 89-90, 92-02.

Library: Lydia H. Hall 94-02.

The first by-laws of the board provided that there should be four stated meetings annually—"on the first Third-day in the Fourth, Ninth and Twelfth months, and on the adjournment of the annual meeting of the stockholders [also in Twelfth Month]", and that special meetings might be called by "the Clerk", when requested by five members.¹ The annual report of the board to the stock-holders, it was provided in these by-laws, was to be framed by the chairman (or "first named") of each of the standing committees, in coöperation with the president of the college. In 1870, the by-laws provided that the President of the Faculty and the Executive Committee should frame the report and submit it to the board for approval.

The Executive Committee was constituted as follows by

1-These dates were changed to the second Third-day, and a fifth meeting was added: "on the Third-day following the Philadelphia Yearly Meeting in the Fifth month"; while the meeting in Fourth month was omitted, and substituted for it was one on the day preceding the annual meeting of the stockholders (Ibid, 1871, p. 48).

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these by-laws: "This committee shall consist of sixteen members, who shall have the general supervision of the College, &c., during the recess of the Board of Managers, and subject to its approval, shall decide upon such appointments of Professors and Teachers as may become necessary. They shall also appoint such other employés as may, in their judgment, be required. They shall render the Faculty such aid as may be in their power in relation to instruction and discipline, and report their proceedings, twice in the year, to the Board of Managers."¹

Illustrative of the care and devotion of these committees, is the following report of the board in 1871 relating to the Executive Committee:² "Since the issue of the last Annual Report to the Stockholders, the Managers have endeavored to exercise a careful supervision of the institution committed to their charge, frequently visiting the College individually, to observe for themselves the working of the various departments, and holding the regular meetings required by the By-Laws. They have, in conformity with By-Law 8th, entrusted the general supervision of the College during their recess to the Executive Committee, consisting of one-half their number. This Committee has met at the College once a month, attended to the appointment of the necessary Professors and Teachers, and the different employés of the College, rendered the Faculty valuable assistance, and reported its proceedings regularly to the Board for its approval. The harmonious relation existing between the Committee and the Faculty, and their cordial coöperation in every

1-Ibid, 1869, pp. 14-7. In 1871, the by-laws provided that "all the other committees shall be authorized to report to the Executive Committee". But the next year, this proviso was omitted.

2-~~Stockholders' Minutes~~ ^{Ibid,} 1871, pp. 35-6.

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measure calculated to promote the best interests of the College, are felt by all to be sources of great strength and encouragement, and may well be regarded as an earnest of success in the future management of the institution. The Executive Committee has appointed monthly, from its own number, a committee of four, to visit the College at least once a week, and to obtain from frequent actual observation that intimate knowledge of the internal management of the institution which is indispensable to a full appreciation of its condition, its progress, and its present needs, a knowledge which can be satisfactorily obtained in no other way."

Of the Instruction Committee and its sub-committee, a report of the board says:¹ "During the past year the Instruction Committee has appointed a part of its number as a visiting committee, which has visited and reported upon the classes every month. The work accomplished in the classes has been materially improved by this attention, and by the valuable suggestions given from time to time. The President is now making to this committee monthly reports of his visits to the classes, and of their condition, both in the College and Preparatory School."

Visiting committees of women managers were appointed from time to time during this period to visit the dormitories and kitchens and ^{to} keep a watchful eye over the details of housekeeping. Since these committees were composed of members who were pre-eminent housekeepers at home, much of the notable cleanliness and orderliness in the college were due to them. Disorderly youths, especially of the male sex, considered these visits as entirely too efficient, and charged that they were

1-Ibid, 1885, p. 14.

designed primarily to inspect bureau-drawers in search of tobacco and other forbidden luxuries.

The outstanding managers in this period have already been mentioned; but the following additional facts concerning them may be stated.¹ [Insert H. 9¹⁻⁷]

Isaac Stephens of New Jersey, whose work as a founder of the college has been noted in Volume I of this history, continued to serve as a manager from 1869 to 1886. On his death in 1891, the board said of him that he was "one of Swarthmore's most steadfast friends,----for a long time a most esteemed Manager, having qualities of mind and heart which peculiarly fitted him for interest in such work, and endeared him greatly to his associates. When failing health required that he retire from the Board, he still continued a generous friend to the College." Besides many contributions of money to it during his life, he bequeathed \$5,000. to its endowment fund.²

On the last day of 1890, died Edward Hoopes of Pennsylvania, "who may well be ranked", the board reported³, "with the earliest and best friends of Swarthmore. He was among the very first who gave earliest, persistent, and well-directed effort toward the establishment of the College,⁴ and for many years served as an efficient Manager, retiring only [in 1876] when he felt that younger spirits could more vigorously conduct its affairs. His departure ---- was keenly felt by those who knew him well and loved him for his kindness of heart, intelligent judgment, and sterling integrity of character".⁵

1-Some of the most helpful of them, whose terms overlapped the earlier or later period, have either been spoken of in Vol. I, or will be recorded in Vol. III.

2-Ibid, 1891, p. 13. (Cf. Vol. I, pp.)3-Ibid, 1891, p. 13.

4-Vol. I, pp.

5-Stockholders' Minutes, 1891, p. 13.

Managers

~~(Write on page numbered 9-1.)~~

William Dorsey had been an active founder of the college,¹ one of its managers from 1869 to 1874, the auditor and chairman of the finance committee and a member of the executive committee of the board from 1869 to 1871, and had taken "charge of small express packages for the students" in 1871-72!²

On his death, in 1874, the board said:³ "One among the first to feel the necessity of a higher education among us, and to advocate the establishment of an institution to secure that end, Wm. Dorsey was, from the beginning, an active worker for Swarthmore College. In our early conferences his voice was very frequently heard, and his clear, distinct utterances of the important principles underlying the work, carrying irresistible conviction to doubtful minds, will long be remembered by many whose interest in Swarthmore was first awakened by his impressive words. After the necessary funds had been obtained, and the college building was completed, and opened to students, his interest continued unabated, and few members of the Board of Managers visited the Institution more frequently than he. During the critical period of the organization of the college, he watched over its progress with jealous care. He was especially concerned that, while a high intellectual standard should be maintained, the great fundamental principles of Truth, as professed by our Religious Society, should be taught, both by precept and example. Many earnest conversations of his upon this subject are remembered by those in authority within

1-Volume I, pp.

3-Ibid, 1874, pp. 44-5.

2-Stockholders' Minutes, 1872, p. 29. These packages were left at his address, 923 Market Street, Philadelphia.

the college, and have had their weight in moulding and directing the internal management of the institution. ^PDuring the last few years of his life his health was in a very critical condition, yet his interest in Swarthmore was such that he was rarely absent from a meeting of the managers; and few measures of importance have been adopted, in originating and introducing which he did not have a full share. For years, in times of especial difficulty or trial, it has been the practice of the Faculty, to seek his valuable aid and advice, and they have always found him a ready and sympathetic listener and sage counsellor in all the affairs of the college. So deeply, indeed, do they feel the great loss which they have sustained, that, although there are other able and willing hands to take up the burden which he has laid down, they are almost involuntarily inclined to say: 'Vainly look we for another

In his place to stand.'

During the first five years after the college opened, the board lost only three members, and these died within four months before December, 1874. They were: Anna M. Hopper,¹ William Dorsey, and S. B. Worth.

The last named, like the other two, had served as manager from 1869 until his death in 1874. Of him, the board wrote:² "S. B. Worth was not connected with the management of Swarthmore during the earlier years of its history, before it was prepared for the admission of students; but at the first annual meeting of the Stockholders held after the opening of the college, in 12th mo., 1869, he was appointed to fill the vacancy caused by the resignation of our late highly esteemed and valued friend, T. Clarkson Taylor. He was placed at once,

1-Infra, p.

2-Stockholders' Minutes, 1874, pp. 45-6.

both upon the Executive and the Building Committees, positions which he has constantly filled since that time, and in which he has performed most valuable service. He has contributed largely to the material interests of the institution, by the various improvements which he has suggested, and by direct contributions to its treasury. He was one of those upon whom we felt that we could always call in cases of real need, and feel sure of a liberal response. He was thoroughly enlisted in the great work of advancing, in every possible way, the interests of Swarthmore. The very last improvement now decided upon, and likely to be made at an early day, the introduction of new gas works, was suggested and strongly urged by him; and his last act, before becoming unconscious, was signing a check for a contribution toward the purchase of the West Dale property. We feel that in him we have lost one of our most efficient managers and warmest friends."

His wife, Elizabeth S. Worth, who served as manager from 1869 to 1879, died in the last named year, and the board wrote that "she felt a deep interest in the welfare of the College, and her valuable services, together with those of her husband, - - - did much to secure the success thus early attained".¹

One of the most active of the early managers was Hugh Mc Ilvain of Philadelphia, who was one of the founders and a member of the board from 1869 to 1877. Declining health caused him to resign in the latter year, and he died in 1879. The stockholders, at their meeting in December, 1877, passed the following resolution:² "The connection of our esteemed friend, Hugh Mc Ilvain, with the Board of Management having for the present terminated, the Stockholders being fully impressed

1-Ibid, 1879, p. 50.

2-Ibid, 1877, p. 46.

with a sense of the services he has rendered to the College, feel desirous to place on record their appreciation of the importance and value of said services, so cheerfully and zealously performed by him in the interest of Swarthmore, since its foundation."

On the occasion of his death, the board wrote:¹ "The death of our friend Hugh McIlvain, makes us feel that we owe a tribute to his memory. He was one of the original Corporators of the College, and from the first organization of the Board, Chairman of the Building and Property Committee. Through his activity and energy the plans for the erection of the College were most ably and efficiently carried out, and its successful arrangement and completion were largely due to his individual exertions, and he always maintained his warm interest in the welfare of the Institution."²

Lucretia Mott, who died 1880, had been a leading founder of the college,³ but not a member of the board, which nevertheless, on her death, referred to her death as follows:⁴ "Her voice was ever heard in our annual meetings, cheering us with words of counsel and encouragement. She believed that the right cultivation and training of the intellectual faculties enlightened and enlarged the mind so as to make it a more fitting receptacle for Divine light and truth; and as she was one of the earliest and ablest advocates in our Society for a higher standard of education, her sympathies and interests were enlisted in the first efforts to provide for the need she had long felt. The system of joint education

1-Ibid, 1879, p. 50.

2-Cf. Volume I, pp.

Besides being chairman of the building committee which built Parrish Hall, he was a member of the executive committee until 1871, and acted as treasurer in 1874-75.

3-Cf. Vol. I, passim.

4-Stockholders' Minutes, 1880, p. 59.

also received her cordial approval, and although never one of the Managers of Swarthmore, she manifested a warm and living interest in the work from the beginning. A few months before the College opened, her husband remarked that, if they were younger, it would be a satisfaction to himself and Lucretia to offer their services gratuitously for the benefit of the institution, and added that they felt that they could devote their lives to no nobler or more useful work. The memorial trees which they planted still flourish on our grounds, and we can only trust that the interests and hopes that were planted with them may also flourish and bear fruit in the future."

She had shown her interest in the college after its opening in many ways. Among these, were her subscription in 1870 of \$100 towards a gymnasium for the boys, and another in 1871, for "mechanical appliances". Had she and her husband been able to carry out their desire to become its first matron and superintendent, the richness of their legacy to it would have been greatly enhanced.

Their daughter, ~~Abby~~^{Anna} M. Hopper, was a member of the board from 1869 to 1874. She died in the latter year—six years before her mother—, on which occasion the board said:¹ "Anna M. Hopper was not actively engaged in the work of the College at its commencement, but she entered into its management in time to render important service in organizing and arranging its various departments, and from that time forward the institution had no more zealous and efficient worker. Her strong, clear intellect, united with great practical ability, qualified her for a wide field of usefulness in the active government of the College, and the trusts committed to her were discharged

1-Ibid, 1874, p. 44.

with the conscientious fidelity which so strongly marked her character. Her calm, deliberate judgment, was so just in its decisions that its influence was felt to be of great importance in deciding difficult questions, while she ever commended her own views by a courteous respect for the opinions of others. From her first appointment as Manager, she has been an active member of the Executive Committee, ministering to the various needs of the College with a zeal and energy that never flagged, while her advanced ideas and just views upon educational subjects made her counsels of great value in the Department of Instruction. She was rarely absent from our meetings, even during the last year of her life, when her failing health was painfully noticed by all. Her quiet unobtrusive nature shrank from notice, but the powerful influence of her character and example was felt and appreciated by those who had the privilege of knowing its intrinsic dignity and excellence, and leaves with us a sorrowful consciousness of the loss which we have sustained."

Her father-in-law was the distinguished abolitionist and "underground railroader", Isaac T. Hopper. At the commencement exercises ~~of~~ⁱⁿ 1901, his surviving children, grandchildren and great-grandchildren presented to the college a life-sized portrait in oil of this other eminent Friend and philanthropist.

In the same year ⁽¹⁸⁸⁰⁾ died B. Rush Roberts, of Maryland, "another valued friend", the board reported,¹ "whose loss must be included in our record of the past year. He early released himself from the restraints of an active business life, and had leisure as well as inclination to give to the higher interests and duties that claimed his attention, and was one of those who saw and felt the advantages which Swarthmore offered

1-Ibid, 1880, pp. 58-9.

9-7.

for a more enlarged education within the limits of our Society. He was appointed a member of the first Board of Managers, and continued in active service to the close of his life, with unabated interest in the welfare and success of the institution." [Return to p. 9.]

In 1890, died also Martha G. McIlvain of Philadelphia, widow of Hugh McIlvain¹, who was also one of the founders and continued as a member of the board from 1869 until the year of her death. "From the very first years of the existence of our institution," the board reported, "she proved a most excellent helper as organizer and counsellor in the College household. As was said of old of a virtuous woman, 'she looketh well to the ways of her household', so to this larger home the knowledge and wisdom of this dear friend so freely bestowed were 'far above rubies'."²

Clement Biddle of Pennsylvania, another founder, continued to serve as manager from 1864 until 1885, and on his death in 1895, the board said of him:³ "He was one that labored faithfully for the establishment of the College, and for a long time served as Chairman of the Instruction Committee, as well as otherwise aiding in the work of the Board. Earnest and conscientious, his example as a consistent Friend is one we should not fail to present to those who now reap the benefit of his labors."

Daniel Underhill of Long Island died in 1899, after thirty years as a member of the board, whose report in that year said of him:⁴ "From the establishment of the College till near the close of his life of seventy-three years, he worked unceasingly and most unobtrusively for its best interests. Ever faithful in his attendance upon the monthly meetings of the Executive Committee, his presence always inspired confidence that somehow, somewhere, his integrity of character was

1-Infra, p.

2-Stockholders' Minutes, 1891, p. 13.

3-Ibid, 1895, p. 16. He resigned from the board in 1885, and the board first declined, and then reluctantly accepted (Ibid, 1885, p. 11).

4-Ibid, 1899, p. 22.

his resignation

11.

being infused into the Institution he so loved."

Of Samuel Willets of New York, much has been recorded in Volume I of this history. He continued to serve as manager from 1869 until his death in 1883.¹

Rachel T. Jackson of Philadelphia², another of the founders, who was a manager also from 1862 until her death in 1883. The board said of her:² "During the past few years, in consequence of failing health, she has been unable to give that attention to her duties as a Manager which she so much desired; but she frequently visited the College and made valuable suggestions as to its care and management. Through her long experience in educational matters her counsels were valuable, and had deservedly great influence with those associated with her in the work. She was especially interested in promoting the usefulness of the Friends' Library at the College, and had, for several years, been chairman of the Committee having it in charge. Her loss is deeply felt and cannot easily be supplied."

Robert Biddle of Philadelphia, who had served the college as treasurer and ex-officio manager from 1875 to 1901, resigned in the last-named year, and the board spoke of him as follows:³ "While the advanced age of our friend would seem to render his retirement necessary, there was a general feeling of regret at the sundering of ties which have existed for about a quarter of a century. The Clerks are requested to convey to him our acknowledgment of his long continued and faithful service and the debt of gratitude which Swarthmore must ever owe to him as one of its most constant friends and benefactors."

~~Mary W. Longstrech, the wife of Dr. Longstrech died in the~~

1-Vol. I, pp. (Cf. infra, pp.).
2-Ibid, 1883, p. 13. Cf. infra, p. .
3-Ibid, 1901, pp. 9-10. He died in December, 1902.

Anna M. Hunt, whose services as manager from 1875 to 1896 were thus recorded by the board:¹ "From the early days of the College till near the close of last year, she gave earnest thought and attention to its needs. Her intelligent observations were valuable and she appreciated and encouraged our Professors, especially in Natural History science. We miss her presence, but with Channing we realize that 'Heaven and earth are not far apart. That every new insight into God's works, every new impulse given to the love of truth and goodness associates us with the departed, brings us nearer to them.'"

Dr. M. Fisher Longstreth died in December, 1891, after twenty-one years service (1871-91). He was thus referred to by the board:² "Almost from the foundation of the college he gave to its affairs most constant and valuable service as Secretary of the Board, and of the Executive Committee, and for a long time both Secretary and Treasurer of the Committee on Trusts, Endowments, and Scholarships, his labors were untiring for the benefit of Swarthmore. His diversified knowledge and ability, added to his love for literary work, well-fitted him for his position, and these together with his kindly nature and devotion to all that is good and true, endeared him to his friends, who gratefully remember his services."

Mary T. Longstreth, the wife of Dr. Longstreth died in the preceding year, after fifteen years on the board (1872-87), and her services were acknowledged as follows:³ "She was, for many years, most untiring in her devotion to the best interests of the College, and her gentle nature won for her the love of her associates. Her departure", the report continues, "has

1-Ibid, 1897, p. 21. She died in March, 1897.

2-Ibid, 1892, p. 14.

3-Ibid, 1890, p. 16.

been followed by that of Anna M. Ferris, who leaves a like record of efficient service [a manager from 1871 to 1887] to the cause of higher education. Her superior qualities of both mind and heart, under the influence of Divine love, endeared her to those of us whose privilege it was to labor with her."

One of the tragic and lamented events of 1902 was the death, by accident at Buck Hill Falls, Pennsylvania, of Howard M. Jenkins, of Philadelphia. The board records its appreciation of him as follows:¹ "The peculiar circumstances of his death made the event prominent throughout the whole community where he was widely known, and as widely lamented. It is in the Society of Friends that his loss is most sadly felt; in almost every branch of the work of the church, and especially in its educational concerns he was an energetic worker and an acknowledged leader. Though he has for many years been interested in, and helpful to, Swarthmore College, he has been but a short time a member of its Board of Managers [1901-02], and his earnest belief that the College is destined to exert an incalculable influence on the Society of Friends made him a most valuable member of the Board, and one of its soundest counsellors. We can scarcely yet realize the extent of the loss which his death has brought, not alone in the sense of wide-spread personal bereavement, but to the work of Swarthmore college, which work is the cause of higher education in the Society of Friends."

President Swain, in his report to the board in 1902, made the following statement:² "Howard M. Jenkins, a member of the Board of Managers, died Tenth month 11, in the 61st year of his age. He was distinguished by patience, courtesy, sound

1-Ibid, 1902, p. 19.

2-Ibid, 1902, p. 20.

14.

judgment, wide knowledge and gentle decision. He made the finest use of his talents in the promotion of the religious Society of Friends, good government and education. Public spirited, magnanimous, upright and serene, he was a true type of a Christian gentleman."

Like the low grave-stones in the burying-grounds of the Friends, such were the brief and simple records made by their fellow-managers of those who had lived and worked and gone before; but they might well have added, "if you seek their monument, look around you".

Chapter IV

Finances

When the college opened its doors for its first students on November 10, 1869, the cost of its land had been \$ and of its main building and other accessories \$222,990.62, making a total expenditure of \$, with \$28,000 more to be spent on work still unfinished, and a cash balance ^{on hand} of only \$159.56. ~~on hand~~. The stockholders therefore agreed, at their meeting on December 7, 1869, to increase the capital stock of the corporation to \$300,000 and authorized the board to issue certificates of stock up to that amount. They also appealed to former subscribers for stock to the amount of \$10,000 to pay in their subscriptions "at an early day".¹

Within the ensuing year, it was found desirable to increase the amount of stock to \$500,000; this was done by the stockholders in 1870, and at the same time subscriptions of \$4,000 were made for building a gymnasium. The year's expenditures had been \$49,377.70; but the college was still self-supporting, and the treasurer held a balance in December, 1870, of \$248.60.²

At the stockholders' meeting the next year, contributions for mechanical appliances (\$300), cases for the museum (\$240), and a barn (\$375) were made; and it was reported that a "Friend from New York" (Samuel Willets) had offered to contribute to a general endowment fund a sum equal to other contributions up to \$5,000. The expenditures for 1870-71 amounted to \$21,607.45, and a balance of \$599.14 was left; while in 1871-72, the expenditures were only \$6,567.40 and the balance \$465.84.³

1-Stockholders' Minutes, 1869, pp. 6-7, 10-11. The previous amount was A supplement to the charter permitting this increase was procured: Ibid, 1871, 9-10, 46.

2-Ibid, 1870, pp. 13, 8-9. 3-Ibid, 1871, pp. 34-5, 42-3; 1872, p. 45.

2.

The very small balance at the end of each of the first three years, and the necessity of future much larger expenditures led the board to make to the stockholders in 1872 the following appeal:¹ "Although the number of students is considerably greater than at any previous period, in consequence of the moderate price of tuition the receipts are only sufficient to cover the current expenses; and are entirely inadequate to make the necessary increase in the Reference and General Libraries and the Cabinet of Natural History, supply additional apparatus to facilitate the instruction in the various departments, and make the needed improvements in the buildings and grounds. For these things the College must continue to rely upon private liberality as heretofore; and it is a source of increasing satisfaction to the members of the Board to find that those who have once enlisted in the enterprise, and have had the best opportunity to witness the practical working of the institution, are the most ready to contribute liberally to its support and improvement. } The general summary of the additional means needed for the coming year, called for in this ^[the Finance Committee's] report, and for which the College must depend upon private generosity, will stand as follows:--

Apparatus and Reference Books for Chemical Laboratory,	\$ 500
Apparatus and Reference Books for Physical Laboratory,	500
Cases and Specimens for Museum of Natural History,	. 2000
Books, Maps, Charts, &c., for Reference Library,	. . 1000
Workshop and Mechanical Appliances, 1000
Girls' Gymnasium and Natatorium, 5000

This sum of ten thousand dollars is not merely a general statement of what might be expended with advantage during the coming year, but a carefully prepared estimate of the present actual

1-Ibid, 1872, pp. 42-44.

3.

needs of the College, and should be subscribed and paid in before the close of the year, besides making a considerable addition to the small educational fund. ^P "That the receipts from the ^S students will do no more than pay the regular current expenses of the College, including the necessary repairs, without making improvements of any kind, ought not to be a source of surprise or disappointment to the Stockholders. The finances have been most carefully and economically managed by the Treasurer and Finance Committee; and yet, with a largely increased number of students, little or no surplus can be expected at the end of the year. This must necessarily be the case, where the best instruction in all the various departments is offered to the students at a moderate price, with no extra charges, not even for the use of books. Nor can the friends of the College suppose that Swarthmore stands alone in depending, for improvements, upon private liberality. All of the principal colleges in the country depend so largely upon endowments and private subscriptions, that the receipts from the students constitute but a small portion of their annual income. If Swarthmore had for its chief object the accumulation of money, instead of the advancement of the cause of Education, there is no doubt but that a surplus, for a few years at least, could readily be saved from the present receipts, for the simple reason that much more would be received from the public than would be given to the public in return. Our College was surely never intended to be managed upon such principles, and to become a pensioner upon the public instead of a public benefactor. If its annual receipts continue to cover its regular current expenses and repairs, it is all that its best friends can reasonably expect; and the improvements must continue to be made, until the institution is largely endowed, by constantly renewed and liberal private subscriptions."

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The expenditures for 1872-73 increased to \$16,987.45, because of sundry improvements and additions during the year; but a loan of \$4,112.75 had been necessary, the balance amounted to only \$686.46, and there were still improvements to be made. The board accordingly emphasized its appeal of the previous year by the statement that "it could not, of course, be expected that the various additions and improvements which have been enumerated in this Report should be made from the regular receipts. For the means to accomplish so many of these in a single year we are still further indebted to those friends of the College who have heretofore supplied them when improvements were demanded. We most earnestly commend their example to those who have means at their command, and entreat their aid in a work fraught, as we believe, with the highest interests of the rising generation among us, and of the religious society to which we belong".¹

The financial crisis of 1873-74 was being deeply felt by the country at large, but the board gratefully reported that, although it had "produced so marked an effect upon fashionable and expensive schools throughout the country, it has but slightly affected the current receipts at Swarthmore".

The expenditures during the year had been \$14,153.82, and the balance (including a loan of \$3,612.75) was \$4,306.50. But the board made the following encouraging report:² "Friends are beginning to learn the lesson of giving liberally of their substance to advance the cause of education among us, and some of them have already learned that lesson well. It costs large sums of money to build and equip a college, and still larger sums to endow it in such a manner that all its departments may be thoroughly organized, its various professorships properly filled,

1-Ibid, 1873, pp. 52-3. 2-Ibid, 1874, pp. 52-4.

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and that it may answer fully the highest ends for which it was designed. We would again remind the Stockholders that one essential difference between our College and many large private schools is that they were established to make money, Swarthmore to advance the interests of higher education, and that we cannot be expected to accumulate wealth, or meet with great pecuniary success, for the plain reason that we hope always to continue to give to the public more than we receive from the public in return. This must ever be the worthy aim of all higher institutions of learning."

The "hard times" following the crisis of 1873-74 still left Swarthmore relatively unaffected, the board reported. It had been even possible to purchase the "Westdale" property, to repair the West House and fit it up as the residence of two professors for an expenditure of \$26,000, and to complete the president's house and lay out the adjacent grounds for the sum of \$11,000. The total expenditures had been \$131,319.36, and the balance was \$10,231.64. While these facts were distinctly encouraging, the board tempered its report of them by reminding the stockholders that, "while the receipts of the College for the past year have fully paid the current expenses, in the same sense in which that statement has been made in the previous reports, it should always be borne in mind that this cannot be said to be strictly the case unless the receipts are sufficient to furnish a fund for repairs, and also to enable the College to make successive improvements in the means of teaching and illustrating the several departments. The building and the furniture, through the constant care and oversight of the building and furnishing committees, have been kept in thorough and

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excellent repair: the high ground upon which the College has always stood in these respects, should characterize it in all of the departments. In conclusion, we must not lose sight of the fact that the permanency of the institution, as a seat of liberal learning, depends largely upon its being so completely equipped with all of the facilities for instruction as to enable it to keep fully up to the ever increasing demands of the age in which we live".¹

The year 1875-76 was again marked by "great financial embarrassments under which the country was still laboring"; but the board was able to report that the number of students and corps of instructors had remained about the same, and the current expenses had been "rather more than met by the annual receipts". The expenditures had been \$79,939.92 during 1875-76 and the balance was \$10,658.01;² during the next year, the expenditures were \$80,397.26 and the balance was \$3,406.44.

While the board had wisely reefed the college sails during the financial storm which continued during the years 1875-76 and 1876-77 and did not make large expenditures on improvements, it again reminded the stockholders of the course which the Quaker college was designed to steer. "It has ever been the hope of the Managers", their report of 1877 stated,³ "that Swarthmore may more and more inculcate and exemplify those principles and that simplicity to which Friends bear testimony. Great sacrifices have been made to found and establish this Institution of learning. It has been, from the first, a labor of love and devotion. The effort was in harmony with—it was the outgrowth of—principles which it is the mission of our Religious Society

1-Ibid, 1875, pp. 44, 50, 52. 2-Ibid, 1876, pp. 45, 51.

3-Ibid, 1877, pp. 54-55, 57.

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to cherish and promulgate; namely, the devotion of our means, not to display, but to real good; and the exercise of a judicious care that we may provide liberally for all of those things which contribute to the moral and intellectual advancement of coming generations. Although the outward and material establishment of Swarthmore is well nigh finished; the great work undertaken by its far-sighted founders is scarcely begun; and, unless it is to be dwarfed and hindered of its hoped for perfection, others must continually take up and carry on the work with the same broad spirit of liberality in which it was conceived. A certain grade and class of schools are self-sustaining, but higher education has ever been, and must continue to be the self-sacrificing contribution of the present to the future."

As one means—other than scholarships—of enabling more students in the hard times to acquire a college education, the board planned to reduce the price of board and tuition in the Preparatory School, which had been the same as in the college. In its report of 1877, it stated: "The subject of a reduction in the price of [board and] tuition has, at different times, claimed the attention of the Board. The receipts since the opening of the College have been considerably in excess of the regular running expenses,¹ but the necessity of completing our outfit and adding improvements from time to time, has heretofore prevented action in this matter. The Board, at its meeting yesterday, authorized the Committee on Trusts, Endowments and Scholarships, at their discretion, to admit any students in the Preparatory School at the rate of Two hundred and Fifty Dollars per annum."

-The profit made on students' board and tuition had been: \$5,563.89 for 1870-71; the same for 1871-72 and 1872-73, and \$1,786 for 1876-77; while the loss had been \$3,595.91 for 1875-76 and \$3,710.21 for 1877-78; making a net profit of \$11,171.55.

The charge for board and tuition had been from the beginning \$350 per year of forty weeks for all resident students, and \$200 for all day students "including dinner [at midday] at the tables with the resident students". The use of "books not taken out of the building" was also included for all students; and it was provided that, since it was "desirable to many students, especially in the advanced classes, to carry away with them the text books used in the course of their studies, these will be furnished them at a discount on ordinary prices."¹

The method of distributing the text-books among the students is thus graphically described by Dr. Magill:² "

As for the promised reduction of the price of board and tuition for the preparatory pupils, it was reported in 1878 that it had been decided "to confine the offer, for this year, to the children of Friends, all of whom have been admitted to the school at the reduced rates [\$250 in Class D, \$300 in Class C, \$350 remaining for all other classes]; and in addition to this, aid has been freely extended, from the interest of the Endowment Fund, still further to cheapen tuition where deserving applicants could not pay full rates. This aid has not been confined to Friends, and has been especially offered, in a separate circular, to those who are preparing themselves for the business of teaching."

The result of this reduction was to increase the number of pupils in the preparatory department from 106 in 1877-78 to 149 in 1878-79, and in the college as a whole from 211 to 263. This proved to be casting bread upon the waters; for, as the board stated, "the income, even at the lower rates, has in-

¹-Catalogues, 1869-70 to 1878-79. There were no extra charges to students, except for stationery, drawing instruments, doctors' fees, and laboratory chemicals.

²-"Fifty-five Years in the Life of a Teacher", 189, pp.

creased faster than the expenses—because many of our expenses, as fuel, light, salaries, wages, etc., are nearly as great with a smaller attendance as when the College is full".¹

On September 25, 1881, occurred the great fire, which necessitated the restoration of the main building at an estimated cost of "not less than \$174,000", and caused extra expenses estimated at more than \$100,000. Against this loss, the insurance on the building amounted to \$100,000, and on equipment to \$30,000.

To meet the financial emergency, a committee of the board procured subscriptions of about \$43,500 before October 25, 1881; and an appeal was made at a special stockholders' meeting held on the last mentioned date for the purchase of \$160,000 worth of stock still unissued. A committee of twenty stockholders was then appointed to raise funds by subscription to stock and donations.²

By December, 1882, the committee reported collections of about \$80,000 which, including \$130,000 received from insurance, left a necessary balance of about \$65,000 still to be collected. The board therefore issued the following appeal:³ "It is contrary to the usual policy of Friends to incur indebtedness, and a circular has recently been issued asking that the amount of deficit be subscribed before 1st month 1st, 1883, and the necessity of meeting that deficit by executing a mortgage upon the property be thereby obviated. It is hoped that Friends will come

1-Stockholders' Minutes, 1878, p. 47.

2-Stockholders' Special Minutes, October 25, 1881, pp. 7-10. The committee of twenty was composed of: Dillwyn Parrish, Clement Biddle, Thomas Woodnutt, Edmund Webster, Phebe W. Foulke, I. Reece Lewis, Mark Dodgson, Helen S. Comly, Herman Hoopes, Lydia H. Hall, Thomas Foulke, and Henry M. Laing, of Philadelphia; Daniel Underhill, Robert Willets, Isaac Stephens, Hannah W. Haydock, Robert Haydock, and Caroline M. Reeves, of New York; and Eli M. Lamb and Benjamin Miller, of Baltimore.

3-Stockholders' Minutes, 1882, pp. 64-5.↑

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forward promptly with subscriptions necessary to secure this result, as otherwise a mortgage must inevitably be placed upon the property early in the coming year. The present flourishing condition of the School and College warrants the conclusion, that it will continue to be self-supporting in the future as it has been in the past; but it could not be expected that large deficiencies could be made up from current receipts. Friends are therefore earnestly requested to take measures that will place the only College in the country under the care of members of our Religious Society, upon a secure and firm foundation."

In anticipation of the possible necessity of procuring a loan on mortgage, the stockholders passed a resolution authorizing the board to do so.¹

Under the stress of financial pressure, the board in 1882-83 increased the price of board and tuition to \$300 in Class C, ^{to} and \$350 in the other preparatory classes, and ^{to} \$450 in the college classes, with a reduction of \$100 in all of these classes to children of Friends.² The result of this action was to increase the amount received from students the next year from \$71,822.45 to \$84,583.99.³

The subscriptions to the stock, also, had been so successful that the board was able to report in December, 1883, as follows:⁴ "At that time [1882] we feared that it might be necessary to execute a mortgage upon the property to cover this indebtedness. Soon after our Annual Meeting, however, new subscriptions were started, and these were so successful that, on the 18th of

-Ibid, 1882, p. 65. An amendment was at first adopted restricting the amount of the loan to "the deficiency on the first day of second month next [February, 1883]"; but on reconsideration, this amendment was stricken out.

-Ibid, 1882, p. 63.

-The total expenditures for these two years were \$98,798.80 and \$90,970.40, respectively.

-Stockholders' Minutes, 1883, p. 23.

2nd month last, a public meeting was held at the College, at which the new building was formally transferred to the Managers by the Re-building Committee, entirely free from debt.

This gratifying result was reached by the contributions of many friends to whom the College was already deeply indebted, among whom should be especially mentioned our late friend Samuel Willets, President of our Board, whose liberal final subscription has already been referred to in this report." [¶]This last reference was as follows:¹ "In entering upon this, our Twentieth Annual Report to the Stockholders, it seems fitting to refer to the great loss which we have sustained in the death of the President of our Board, Samuel Willets, of New York. Actively interested in the work of establishing the College from the first, it is not too much to say that, but for the substantial aid which he gave to the enterprise, it is not likely that the earnest desire of many friends to establish a College under the auspices of our Religious Society would even yet have been realized. He was not only a very large subscriber to the stock of the College in the beginning, but generously furnished additional aid as it was needed year by year. One of the later acts of his life was the signing of a check for \$25,000 to complete the subscription for the \$65,000 needed to free the restored College building from debt. So long as his health permitted he never failed to be with us on the occasion of our Annual Commencements, and he very regularly attended the meetings of the Board, where his wise and moderate counsels were of no less value than his liberal pecuniary aid. In his will the College was not forgotten, as the following words, quoted from that document will show:

1-Ibid, 1883, p. 12.

'ITEM:—I do give and bequeath to Swarthmore College of Pennsylvania, of which I am now the President, and Robert Biddle is Treasurer, one hundred thousand dollars; and on the payment thereof my executors are directed to take a certificate for four thousand shares of stock in said College, if there be so much stock in the hands of the managers, and if not, they are to pay said amount without receiving the full amount of stock, which stock shall form a part of my residuary estate, which sum of one hundred thousand dollars shall be held by said college as and for a permanent fund, and to be secured by good and sufficient securities forever.'"

Another large source of income which accrued to the college in 1886 follows: A house in Philadelphia (No. 727 Chestnut Street), which had belonged to _____ and one-third in-

terest in which had been

was sold, with consent of the stockholders' meeting in 1886 for \$100,000, and one-third of the proceeds thereof (\$33,846.16) was paid to the college.¹ Meanwhile, in 1882, the Ingersoll property (35 acres) and the Harper property (14 acres), both adjoining the college campus, were purchased for _____.²

Seven years later, the Strath-Haven Mill property (35 acres) was purchased for \$4,000, subject to a mortgage of \$10,000.³

With increasing income due to endowments, it was decided, in 1887, to procure an amendment to the charter permitting an increase in the yearly annual income of \$30,000 from property to a sum not exceeding \$100,000.⁴

The sum received for board and tuition of students had been dwindling during the past decade until it reached, in 1891-92, the sum of \$62,527.04. Although the endowment funds had been increased by that time to about \$250,000, the general

1-Ibid, 1886, pp. 10-12.

3-Stockholders' Minutes, 1889, p. 14.

2-Cf. infra, p. ~~Campus~~: p. 4.

4-Ibid, 1889, p. 14.

expenditures amounted in 1892 to about \$147,000, leaving a balance of only \$172.96. To improve the financial condition, the board sold in that year the land it owned to the south of the railroad and east of Chester Road (acres) for \$25,000.¹

They heard rumors or saw evidence of the financial straits in which the college authorities were brought. One of the Halevon bards put it thus:²

Rah! Rah! Swarthmore, have you any gold?

No, sir! no, sir! we've been told.

None for our teachers, none for our dean,

None for our Budget that keeps the rooms clean.

The elimination of the preparatory department had the effect of decreasing the number of students and increasing the per capita cost of teaching. The reasons for this were ^{stated as follows:} ~~that~~ "pupils in secondary schools may be taught in large classes, in comparatively few subjects, and with inexpensive equipment. But in the college, the number of classes must be greater, the teaching talent of a much higher grade, and the equipment much more expensive".³

Further declines of income from the students also occurred, namely \$2,700 (in 1894-95), \$2,650 (in 1895-96), \$1,400 (in 1896-97).

These losses were met by "a reorganization of both curriculum and faculty. The courses of study in the various departments were so simplified that all assistants not absolutely necessary might be dispensed with, and so that the required courses

1-Ibid, 1892, pp. 10-12.

2-Ibid, 1895, p. 117.

3-Stockholders' Minutes, 1894, pp. 16-17.

The "Depression" struck the college in 1893, and with the decreasing number of students the receipts from them sank to \$56,068.90, while the general expenses amounted to \$110,999.15.¹ The students were not entirely exempt from the effect of the depression on their activities, the 1895 Halcyon (published in the spring of 1894) offering for its deficiencies the following apology:² "Checked as we have been by the general financial depression of the country, in our desire to decorate our book with the picturesque views of the college buildings and grounds, we have thrown all the energies of our spare moments into collecting from the many pleasing incidents of college life little odds and ends."

The Halcyon managers had incurred a series of annual deficits, until Walter Clothier '95 barely managed to get the 1895 Halcyon published with a balance of \$37.44 The faculty then decided that deficits in student publications must come to an end. The 1896 Halcyon's editor tells of the anxiety of the class as follows: "The cycle of another year has borne to us the privilege of continuing on its mission our beloved College Annual. But a brief four months ago, and we were awaiting with longing hopefulness yet dreading expectancy the decision of the Faculty as their sage discussions kept for a long time swinging in the balance the question of its continued existence. A great burden rolled away when we were greeted with the news that permission had been granted us to continue the Halcyon".³

~~Until 1910, when its powers were merged in the board of managers, the corporation continued to be nominally, at least the controlling body of the college. Its meetings of the stock-~~

1-Ibid, 1894, p. 10.

2-Halcyon, 1895, p. 6.

3-Ibid, 1896, p. 5.

of each department might become elective for students of other departments. --- The number of departments, which had risen to fourteen, was reduced by consolidation. --- The departments of History and Economics were united, while Rhetoric and Composition and Elocution were made parts of the general department of English. Furthermore, the work in Biology and Chemistry was so arranged as to dispense with assistants in these branches, at least for the present".

The authorities consoled themselves for these retreats by reasoning that "the students are brought more in contact with the mature minds of the professors, thus gaining more in the quality of the teaching than they could lose by reductions in the number of electives offered by assistants". At the same time it was made possible "to secure and hold a higher grade of professors by paying higher salaries to the heads of departments".¹

This last optimistic hope was not realized; for the next step was a reduction of ten per cent in salaries, in 1894 - An Annual Income Fund of \$5,000 to meet deficits was appealed for in 1894-95, and brought in \$3,374.68; but the deficit for that year amounted to \$4,084.63. The Income Fund brought in only \$271 in 1895-96; the deficit amounted to \$1,351.93; and a loan of \$8,000 had to be made from a national bank. An appeal was also made for "every effort to increase the number of well prepared students"; but the number fell the next year from 180 to 172, and in 1897-98 to 162 (of whom only 68 were men).²

In an endeavor to increase the number of students and thereby the college income, a students' loan fund was procured. President DeGarmo reporting on this measure, wrote as follows:³

1-Ibid, 1894, p. 17. 2-Ibid, 1895, p. 16. 3-Ibid, 1896, pp. 19-20.

"Through the liberality of a Friend, the nucleus of a loan fund for students has been established. Because of a small amount of assistance rendered to each from this fund, at least five students are now in college who would not otherwise have been able to attend. It would be of great service to the college, as well as to many individuals, could this fund be increased. Vassar College now loans between three and four thousand dollars annually to students. If this fund cannot be established at once by donation, it is suggested that it might be expedient for the college itself to use a part of its own funds for this purpose, charging a small rate of interest. A young person of good health, good mind, and good principles can better afford to borrow a thousand dollars for a college education than to do without it. Usually, a much smaller sum would suffice. By teaching, or by other employment, it can in most cases be returned in ^{or three} two years. Such a provision would make it possible for many a student to complete a college course who must now go through life with his powers but half developed. It would bring added numbers to the college, and added zeal to the work, for we are most careful to use well that for which we pay. How the money should be loaned to secure the best results may be open to question. At Vassar, what may be termed the honor system is followed with good results, practically no money being lost. At Harvard, on the contrary, experience has shown, Prest. Eliot says, that the business, or legal system, is best. At Vassar the administration of the fund is in the hands of a students' aid society, composed largely of alumnæ, the aid being extended, of course, to young women. Under these conditions the social obligation has rendered the legal one unnecessary. Harvard, dealing with young men from every part of the Union, finds that any laxity in the business administration of these loans leads to financial loss to the college and

to demoralization to the student. With us a combination of the two systems might give the best results."

President DeGarmo's term did not last long enough to see the full fruition of this plan. He resigned at the end of 1898; and his successor, William W. Birdsall, endeavored to fill up the ranks of students by strengthening the ties between the college and the Friends' schools. He enlisted more than ever in this endeavor the members of the faculty, who travelled forth on many a tour, lecturing to the students of preparatory schools from the ages of seventeen to seven. Illustrative of some of the difficulties, grave and gay, which they encountered on these trips, Professor Trotter told the story that when he was lecturing his sprightliest on some biological topic, a small boy among his auditors raised his hand and enquired audibly and emphatically, "Please, mister, may I go out and get a drink?"

President Birdsall recognized this service on the part of the faculty in his first report as follows:¹ "The faculty have given their most devoted labor to teaching, to writing, to lecturing. They have done their best to spread the name and fame of the college. No proper means in their power to arouse enthusiasm for the college both at home and abroad have they left untried; yet all their efforts, untiring, devoted, and able as they are have not sufficed to meet the competition produced by the recent changes in Higher Education, and fill our college with students."

To meet this competition, he proposed also the improvement of the college's facilities by greatly increasing the endowment fund, by erecting and endowing a library, and by the

1-Ibid, 1897, p. 22.

building of a gymnasium for the men students. The alumni and ex-students took ~~this~~ ^{the} "first step in this proposed renaissance for the college" by agreeing to raise \$15,000 for the gymnasium. The new gymnasium was erected in 1899 at a cost of \$16,000; but the other two dreams were not realized in President Birdsall's administration. ^PThe number of students did increase to 188 in 1898-99, and to 208 in 1899-1900; the latter number was the largest since the preparatory department was dropped. President Birdsall was much encouraged by this increase, and he issued a circular in August, 1900, directed to students on vacation and prospective ones, announcing various changes and additions in the teaching force and advising early notice of application for the coming year, "as it seems probable that every room at our disposal will be occupied". But during 1900-01, the number of students declined to 196, and to 200 in 1901-02.

At the end of the period, the receipts from students amounted to \$58,504.65, and the surplus in the general college account for 1901-02 was \$10,175.88; but this was due to the receipt of \$14,292.37 from the deficiency or contingent fund.

This last mentioned fund

The deficiency fund's completion was heralded in the president's report of 1901 as follows:¹ "The completion of the deficiency fund, confidently looked forward to at the time of my last report, was accomplished soon after the first of the calendar year. The generous manner in which the Alumni and former
1-Ibid, 1901, p. 24.

students and friends of the institution came to its assistance upon this occasion must be a source of the liveliest satisfaction to us all. The amount which it was determined to raise was large, being probably more than sufficient during the five years of its term to cancel the existing deficit and provide during that term for any probable excess of expenditure over current income. Not only was this sum realized but the annual subscriptions amounted to more than \$1200 in excess. Particularly notable is the subscription of Alumni and ex-students, most of them still below middle life, and consequently not yet possessed of large accumulations, who have set aside for a term of years a definite sum of money for the freeing of their Alma Mater from financial difficulty. The list of subscribers includes names from almost every class since the opening of the institution. Not only have graduates of the college been willing to give but in many instances those who have studied only a year or two at Swarthmore have been most anxious to testify their affection for the college and their faith in it. Aside from these contributions from former students there were forty-two subscriptions varying in amount from \$5.00 to \$2,500.00 per annum. Another phase of this subject is perhaps not less important. When it is pointed out that considerably more than half of this fund was subscribed by present members of the Board of Managers and their immediate families it must bring forcibly to mind the narrowness of the circle of those upon whom we must depend for the support of the institution, and must bring out most strikingly the devotion of these friends to the cause in which they are enlisted. This generous devotion is indeed not only a conspicuous source of satisfaction in good work accomplished, but must be our best reliance for the future."

But the precarious character of deficiency funds and the necessity of adequate endowment ^{were} ~~was~~ pointed out in the last paragraph of President Birdsall's last report as follows:¹

"The completion of the deficiency fund, while it relieves us from the present anxiety, nevertheless calls to mind a still more serious problem, namely, provision for permanent endowment of the college in order that we may be free from anxiety as to periodically recurring deficits. It is greatly to be hoped that before the expiration of the term for which these subscriptions were made, endowments may be secured which shall set us at least measurably free from this anxiety. I have pointed out the fact that the constituency to which we can appeal is small in numbers. The number who by reason of wealth can make large contributions is much smaller. The willingness heretofore manifested by the friends of the college to respond to every right appeal, their continued devotion to the institution and to the purposes for which it was founded, the freedom with which they have given not only of their means but their personal service, is the best basis for confidence in their continued loyalty and support. To this loyalty and this generosity we must appeal."

President Birdsall's successor, Dr. Joseph Swain, made certain of increasing the general endowment fund (which then amounted to about \$260,000) by accepting the presidency on the condition that \$600,000 was to be added to it within three years of his inauguration. The acquisition of \$400,000 towards this sum was achieved at the time of his inauguration, in November, 1902; and the college entered upon a new era financially as well as in other particulars.

1-Ibid, 1901, p. 27.

Chapter V
Endowments, and Scholarships *Professorships, and Fellowships, and Loan Funds*

As early as 1870, the attention of the stockholders' meeting was called to "the importance of creating an Endowment Fund and Scholarships, to enable the College to extend its advantages to those whose restricted means at present debar them from entering as students, or from continuing long enough to pursue the full course of study. It was urged that if Trustees were appointed by the Board of Managers, to have custody of all contributions toward such objects and to make a proper application of them, individuals about making their wills and others blessed with abundance, would be led to add to the fund already commenced by donations and legacies heretofore acknowledged. Five thousand dollars would secure the education of one student in perpetuity, and might be either merged in the general endowment or reserved as a separate scholarship".¹

The board stressed repeatedly the desirability of an endowment, basing it at first upon the importance of offering free scholarships. In 1871, it appealed for "a fund to enable students of limited means to avail themselves of the full course of study at Swarthmore. Through the liberality of a few friends, some of the present students are receiving their education at a reduced rate, and a few thousand dollars invested for this purpose would supply a most pressing need. By retaining until the end of the course many students in straitened circumstances, who, through ability and faithful endeavors, would profit most by the opportunities which Swarthmore affords, the standard of scholarship would be advanced, 1-Stockholders' Minutes, 1870, p. 11.

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and teachers in religious membership with us would be prepared, who could fill, with credit to themselves and great advantage to the Society of Friends, positions as instructors either in the College itself or in those schools throughout the country which are to prepare students for our College classes. The interest of \$1,600 contributed to the Educational Fund will keep one student in the institution at a rate within the reach of most who are likely to seek admission".¹

To promote this project, the board adopted the following by-law (XI):² "The Managers shall appoint five of their number to constitute the Committee on Trusts, Endowments, and Scholarships, to hold office three years, or during the pleasure of the Board. It shall be the duty of this Committee to receive, invest in the name of the College, and hold in their custody, all sums of money, stocks, mortgages, and other property that may be given or bequeathed to Swarthmore College for General Endowments, for Special Endowments, or for Educational Endowments. The Board of Managers shall direct the application of the interest of each of these funds: of General Endowments, to the general purposes of the College; of Special Endowments, to the particular purpose for which the fund was given; and of Educational Endowments, to the aid of those who would otherwise be excluded, by their limited means, from enjoying the advantages of an education at this College."

" SCHOLARSHIPS.

"A donation to the College of the sum of five thousand dollars, to be held by this Committee, shall found a scholarship in perpetuity, in the gift of the donor, and of his legal heirs or of any assignee approved by the Board of Managers. Nominations under perpetual Scholarships shall be subject to the

1-Ibid, 1871, pp. 40-1. 2-Ibid, 1871, pp. 51-2.

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same limitations and restrictions as are placed on nominations under Scholarships for limited periods.⁴

"Scholarship for two Lives.—Any person giving to the College the sum of Four Thousand dollars, to be held by this Committee, shall have the privilege of nominating, during his or her life time, one student who, when approved, shall be admitted, subject to all the rules and regulations of the College, and shall be entitled to board and tuition without charge. When from any cause such student's attendance at the College ceases, another may be nominated, and the privilege of nomination shall be extended under such Scholarship to one successor, provided such successor shall be duly appointed by the donor during his or her life time. On the death of the successor the principal sum of Four Thousand dollars shall merge into the General Endowment Fund. The College, however, in all cases of Scholarships, whether perpetual or otherwise, reserves to itself the right at any time to return the principal sum to any donor, or his legal representatives, whose right shall thereupon cease and determine.⁵ This Committee shall make a full report, including an audited statement of investments, and of its Treasurer's account, to the Board of Managers at the meeting preceding the annual meeting of the Stockholders. The interest is to be paid to the Treasurer of the College as received by this Committee."

The following argument for endowments was made in 1872— with the reminder that the College had other needs as well:¹

"The price of tuition and board, although merely sufficient to cover the actual expense incurred, is felt by some Friends, in limited circumstances, to be a heavy burden; and the only

1-Ibid, 1872, p. 43.

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practicable method of reducing it is to establish an educational fund for the aid of those whose limited means require an abatement. The interest of a few thousand dollars has been thus applied this year, enabling several of our best scholars and most deserving students, to receive the advantages of a full course of study, which would otherwise be denied them. The interest of every sum of fifteen hundred dollars contributed to the educational fund, will enable us to make an abatement of one hundred dollars a year to a deserving student, whose stay at Swarthmore to complete the course is entirely dependent upon receiving this assistance. Of all the claims now pressing upon the friends of the College, this must take the foremost place. It is surely far more important to bring the facilities already at our command within the reach of those among us in limited circumstances, than to increase these facilities for those who are better able to afford them. It is, however, hoped that Friends of ample means, interested in the welfare of the Society, and in the advancement of sound learning, will not choose between the various real needs of the College, but, supplying and acknowledging the greater importance of one, will not forget the others."

In response to these appeals, the board was able, in 1875, to make the two following announcements:¹ "Anson Lapham, of Skeneateles, New York, has, during the past year, purchased two perpetual scholarships, for which he has paid the sum of \$10,000, which will be found acknowledged in the Treasurer's Report. Our friend Deborah F. Wharton has recently placed in the hands of the Committee on Trusts, Endowments and Scholarships, bonds to the amount of \$5000, the interest of which is

1-Ibid, 1875, p. 46.

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to be used to reduce the expenses of education for young persons whose circumstances are limited, especially those intending to teach in Friends' schools. This, with other donations previously received, enables the College to take several students at a reduced rate; and it is hoped that additional funds will be placed at the disposal of this committee for educational assistance. It will be found to be one of the richest in results of any of the means yet tried to advance permanently the interests of higher education in our Society."

The next year, another ~~large~~ addition to the endowment fund was announced:¹ "In the conclusion of last year's report an appeal was made for the establishment of a large permanent endowment fund at an early day, to be devoted to aiding those deserving students who could not otherwise obtain an education at Swarthmore. A few weeks after the appearance of that report, real estate valued at \$25,000 was made over to the College for this purpose, by our friend Isaiah V. Williamson, who had already contributed largely toward this end. If this Endowment Fund could be largely increased it would add greatly to the usefulness of the College. It is well known that those who reap the most benefit from a course of instruction in such an institution as Swarthmore, are frequently those of limited means, who are worthy candidates for aid from such a fund. Nor would the great benefit to be derived from this source accrue to those only who received the assistance. The influence of a body of such students, who are likely to be those of mature age and earnest purpose, would give a higher tone to the whole College, and do much to advance the standard of scholarship."

1-Ibid, 1876, pp. ~~50-3~~ p. 50.

Isaiah V. Williamson had already contributed, in 1870, \$10,000 to the general endowment fund, and Samuel J. Underhill \$5,000. To the educational endowment fund, Thomas H. Speakman had contributed \$100; the Westbury Quarterly Meeting \$5,000 to a special scholarship fund; a "special" endowment fund of \$10,000 had been received; and Bayard P. Blackley had loaned \$2,500 without interest. The gifts for the various endowment funds therefore amounted ^{in 1876} to \$72,600, which yielded an income of \$4,647.80.

Still another form of endowment was solicited by the board in 1877.¹ This was "the establishment of Scholarships depending upon proficiency in the studies pursued, and to be obtained by competitive examination". A sum of \$10,000 properly invested, it was stated, "would furnish one such scholarship of \$150 for each of the four College Classes, and in its moral effect (giving that prominence to superior attainments which ought to be expected in such an institution as Swarthmore), it would be of incalculable benefit in raising the standard of the College".

These "Honor Scholarships" were slow in getting started; but within the next score of years, three of them were offered to freshmen, sophomores, seniors within the college,² and nine to members of the graduating classes in nine Friends' schools.

Anson Lapham bequeathed another sum of \$5,000 to the endowment fund in 1878³; but the loan from B. P. Blackley^h was repaid, leaving a fund of \$75,100. A direct appeal to Friends was made in 1880, as follows:⁴ "As heretofore, about one-half of the students are members of our Religious Society, or di-

1-Ibid, 1877, p. 55. 3-Ibid, 1878, p. 51. 4-Ibid, 1880, p. 58.

2-Ibid, 1899, p. 21. They were instituted in 1898, and named for Deborah Fisher Wharton, Samuel J. Underhill, and Anson Lapham.

rectly descended from Friends' families. A much larger proportion are more or less remotely descended from Friends. It is to be hoped that the time is not far distant when, by large accessions to the Endowment Fund, we may be enabled so to reduce the price of tuition as to place the advantages of Swarthmore within the reach of all of our members. It is believed that as the Institution is now managed, equal advantages can be obtained nowhere else at rates so reasonable. The extensive appliances at our command for imparting instruction in the various departments, have been collected at great expense, and such instruction as is given at Swarthmore requires a large outlay for salaries. Nor are these advantages confined to the students of the higher classes, but all, even the youngest, are, to a greater or less extent, partakers of the advantages of apparatus, lectures, and experienced instruction, which must be provided for the more advanced classes in the College. It will thus be seen that in no way can Friends obtain these advantages at so cheap a rate, as by adding to the Endowment funds of Swarthmore, thus increasing the already large facilities there offered, and making them accessible to all. That Swarthmore has a long and successful future before it, and that it is yet destined to become one of the great instruments for good in an educational point of view, is not only our earnest hope, but our confident belief. That it may never fail to fulfil the highest hopes and expectations of its founders and its friends, we bespeak from the stockholders a continuance of that active interest in the practical working of the Institution which many of them have felt from the beginning; and, aided by their suggestions and strengthened and encouraged by their sympathy and co-operation, those having it

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immediately in charge will surely endeavor to make it more and more nearly reach the highest ideal, as the representative educational institution of the Society of Friends."

The next year occurred the Great Fire, and all the financial resources of the Friends were required for restoration. But in 1883, the will of Samuel Willets brought to the college a bequest of \$100,000, which was to be held "as and for a permanent fund---, the interest and income thereof only is to be applied to educate in part or in whole such poor and deserving children as the Committee on Trusts, Endowments and Scholarships of said College may from time to time judge and determine to be entitled thereto. And I direct my executors to purchase from said College five scholarships to cost five thousand dollars each, and to take one in the name of each of my five grandchildren, viz.: Caroline W. Frame, Edward Willets, Frederic Willets and Walter R. Willets, children of my son Jacob, deceased; and Amelia W. Leavitt, child of my son Robert, which said scholarships shall guarantee to the respective parties, their heirs and assigns, in perpetuity the right to have one student each educated in said college free of cost."¹

This large gift ^{Professorships} evidently encouraged the board to appeal for still another kind of endowment, namely, for professorships. In 1883, it stated:² "The time has now come, in the growth of the Institution, when the need of endowments of a different character, yet which will produce similar results, is seriously felt. Perhaps the most practical form of aid would be a General Endowment Fund, the income from which, might be available for any or all the expenses of the College. It is hoped, 1-Ibid, 1883, p. 13. 2-Ibid, 1883, pp. 23-4.

however, that those Friends who desire to contribute of their means to further the cause of higher education in the Society, will seriously consider the question of endowing one or more of the Professorships at Swarthmore, and thus relieve the College of the expense of such instruction, and enable us to lower the cost of tuition to all. The endowing of one or more Professorships would ensure instruction in such departments forever, and would, to that extent, reduce the cost of tuition to all students, enabling persons of moderate means to send their children to the College without asking for aid, which otherwise they might be unwilling to do, and enabling us to still further aid those who, without such assistance, must forego the opportunities for improvement and advancement in life which our College affords."

This appeal was repeated in 1884, with the further argument that "Friends should understand that without such aid no institution for higher education can ever expect to be self-supporting";¹ again in 1885, with the reminder that "the one great need of the College, to place it beyond all question upon a safe and secure foundation, is the endowment of professors' chairs in all of the leading and essential departments. Nothing short of this can enable us to continue to furnish to Friends, at the present low rates of tuition, the excellent and constantly increasing facilities which the College affords";² and again in 1886,³ *the appeal was repeated.*³

The next year, the following means of "endowing some of our leading Professors' chairs" was adopted: "During the past few months", the board reported,⁴ "a large number of conditional subscription papers have been circulated among the Alumni and other friends of the College, on which the subscribers agree

1-Ibid, 1884, p. 21. 2-Ibid, 1885, p. 17. 3-Ibid, 1886, pp. 18-9.

4-Ibid, 1887, p. 18.

to give certain sums, which they name, when the whole amount subscribed reaches \$40,000. It is hoped that the sum required may be thus pledged conditionally within the present College year. This would add practically \$2,000 to our annual income, and would be a very good beginning and an earnest of more liberal aid yet to come, we trust, from those of large means, who are looking forward to a generous endowment of our College."¹

In December, 1888, President Magill surprised and rejoiced Swarthmore's constituency by reporting through the board that not one, but four professors' chairs had been endowed. In his report, he said:¹ "A few months before the presentation of the last Annual Report the attempt was systematically made to secure for the college the endowment of one professor's chair. This was done in the belief, not that great relief would be thereby afforded, but that, if successful, it would soon be followed by other similar endowments. The unexpected early fulfilment of this hope, by the full endowment of four professors' chairs before the close of the college year, thus adding to our endowment fund the sum of \$160,000, is well known. But our work is yet unfinished, and we should not rest satisfied until we are so situated financially that we can afford to advertise tuition for Friends' children, at very low figures, a moderate sum for the actual expenses of living, for those who reside in the college, covering all of the annual charge. After much and careful thought I am well satisfied that such a position as I have indicated can be safely taken by the college only after the full endowment of ten professors' chairs, to accomplish which result the sum of about a quarter of a

¹ ~~Ibid~~, 1887, p. 18.

¹ ~~Ibid~~, 1888, pp. 8-9.

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million dollars must be added to our endowment fund. That there will be found Friends of Swarthmore abundantly able and willing to supply this need within the lifetime of the present generation, I confidently hope and expect."

In his account of this event in the Halcyon, President Magill wrote: "As a result of the special efforts made in the past year there was now an increase of 46 per cent. in the College classes, the whole number of College students reaching 169, with the total enrollment of 253 in the College and Preparatory School. The increased number of students and the constantly advancing standard of scholarship in the various departments promising at an early day to demand several additional professorships, now turned the attention of the Board toward the necessity of having some of these professorships endowed; and the increased interest and activity of Friends, as a result of our great loss by fire six years before, and the exertion necessary to rebuild the College, without incurring any mortgage upon the property, and all within the limits of a single year, seemed to inspire Friends with a hope that the College could now soon be placed upon a successful financial foundation by the endowment of some of the professorships, none of which had yet been endowed. The sum of \$40,000 would, at five per cent., endow a professorship at the price then paid a full Professor, \$2,000 a year. The modest attempt was first made to endow one professorship, by starting a conditional subscription, the clearly expressed condition being that no subscription was valid unless the full amount of \$40,000 was subscribed within the current college year. Any amount was accepted, from a single dollar up to

1-Halcyon, 1903, pp. 14-5.

1- Fifty years later, ^{only eight} ~~only six~~ of Dr. Magill's hoped-for ^{professorships} have been endowed, despite the large increase in the general endowment.

thousands, and the commencement of '88 (the date fixed for the closing of the lists) was approaching and \$8,000 yet remained to be obtained, to give validity to the subscriptions made. The friends of the College grew more anxious with each passing day, until, at length, the members of the Board, true to their loyal attachment to the College, as they have ever been from the beginning, under the influence of a powerful inducement, divided among them the pecuniary responsibility for the \$8,000 needed to complete the \$40,000. That peculiar inducement will ever remain a most interesting incident in the history of Swarthmore College. It was simply this, that three good friends of the College agreed with the Board that if they would assume the \$8,000 required, each of them would endow a separate professorship, at \$40,000 apiece. Thus, as the result of this year's anxious work, it was publicly announced on Commencement Day that four professorships had been endowed, with a total sum of \$160,000. The names of the three friends, who added this to many other kind deeds of a similar nature, should be mentioned here: They are Isaiah V. Williamson, since deceased; Isaac H. Clothier, and Joseph Wharton." [Grant p. 12¹

Dr. Magill did not report one interesting item connected with these endowments, namely, that one of the four professorships was named in his honor, the Edward H. Magill Professorship of Mathematics and Astronomy.

By 1895, the ^{total} endowment had amounted to about \$250,000; and the income from it devoted to student assistance was so large that President De Garmo stated:¹ "Few, if any, other colleges in this country have devoted so large a portion of their endowment to the direct aid of students as has Swarthmore. Yale University, with twelve times as many students, furnishes less than twice as much money for the aid of undergraduates, our annual expenditure for these purposes being over \$10,000 and theirs about \$17,000. When Swarthmore's general endowment is proportionately increased, she will be in an independent position, quite capable of sustaining for Friends an institution of the very highest rank."

For those students to whom no scholarships could be offered, President De Garmo appealed in 1896 for the enlargement of the loan fund, as follows:² "Through the liberality of a friend, the nucleus of a loan fund for students has been established. Because of a small amount of assistance rendered to each from this fund, at least five students are now in college who would not otherwise have been able to attend. It would be of great service to the college, as well as to many individuals, could this fund be increased. Vassar College now loans between three and four thousand dollars annually to students. If this fund cannot be established at once by donation, it is suggested that it might be expedient for the college itself to use a part of its own funds for this purpose, charging a small rate of interest. A young person of good health, good mind, and good principles can better afford to borrow a thousand dollars for a college education than to do without it. Usually, a much smaller sum would suffice. By teaching, or by other employment, it can in most cases be returned in two or three years.

1-Ibid, 1895, pp. 19-20.

2-Ibid, 1896, pp. 19-20.

Such a provision would make it possible for many a student to complete a college course who must now go through life with his powers but half developed. It would bring added numbers to the college, and added zeal to the work, for we are most careful to use well that for which we pay. ^{How} How the money should be loaned to secure the best results may be open to question. At Vassar, what may be termed the honor system is followed with good results, practically no money being lost. At Harvard, on the contrary, experience has shown, Prest. Eliot says, that the business, or legal system, is best. At Vassar the administration of the fund is in the ^hands of a students' aid society, composed largely of alumnae, the aid being extended, of course, to young women. Under these conditions the social obligation has rendered the legal one unnecessary. Harvard, dealing with young men from every part of the Union, finds that any laxity in the business administration of these loans leads to financial loss to the college and to demoralization to the student. With us a combination of the two systems might give the best results."

During the next few years, annual loans were made to students up to a total of \$1,400, averaging about \$100 per student.

Throughout the Depression of 1893-97 and afterwards, Presidents De Garmo and Birdsall continued to appeal for larger endowments, especially for professorships; but it was not until the administration of President Swain that the endowments were largely increased. Of the loan fund and the fellowships and scholarships, President Swain commented in his first report as follows:¹⁷ "The Loan Fund, which was begun a few years ago, is very helpful. As the fund has been in existence but a few years
1-Ibid, 1902, p. 25.

the borrowers have not been out of college long enough to pay back the sums they owe. The fund, therefore, must be increased every year for some years if it is to be most useful. I believe it is good policy to encourage students in need of assistance where possible to borrow a portion of their college expenses rather than depend wholly on scholarships, especially when those scholarships are not secured by some competitive system. I would suggest that friends of education with means and inclined to do so can do a great service to struggling young men and women by giving to this fund. While our fellowships and scholarships and other means of student help compare favorably with those of any college of the country, we are far short of our needs in order to give free tuition to struggling boys and girls who cannot otherwise secure a college education such as Swarthmore is prepared to give. Swarthmore should maintain its democratic spirit and continue to have in its student body a large proportion of students coming from families of small means. The hope of our country lies in the education of all classes of our people. Swarthmore should continue to have among its students those from all classes of society."

Chapter VI

The Administrations

The administrations included the presidents, the principal, the matrons, the superintendents, the registrars, and the librarians.

The Presidents

Swarthmore had five presidents before 1902, namely, Edward Parrish, Edward Hicks Magill, William Hyde Appleton, Charles De Garmo, and William Wilfred Birdsall.

Dr. Parrish was elected president in 1864, and resigned in 1871. The first five years of his presidency (and indeed the preceding three years, when he became the leader in the Swarthmore movement) were devoted to the foundation and financing of the college, and the selection of the first faculty.¹ His acquisition of Professors Edward H. Magill, Joseph Leidy and Susan J. Cunningham were of outstanding importance, as was also the appointment of a "Superintendent" (Thomas S. Foulke). After the college opened its doors, his presidency lasted only fourteen months. But during this time, he labored assiduously in all the strenuous details of starting on its career an institution of higher learning, associated with dormitory life. As will be seen in connection with the departments of philosophy, natural history, and chemistry, Dr. Parrish added a large and varied amount of teaching to his administrative duties.²

After his resignation in January, 1871, ^{the} managers unanimously adopted at their next meeting a resolution expressing "their appreciation of his valuable services in the origin and erection of the College, and their personal regard for

1-Cf. Volume I, index. Dr. Magill, who worked shoulder to shoulder with him from 186 to 1871, wrote of him thirty years later: "It is well known that but for the liberal financial aid of Samuel Willets, seconded by the unwearying efforts of Edward Parrish, the first President, Swarthmore College would hardly have become a reality. It is as if the college were a mere dream." (Halcyon, 1901, p. 12) -In pp.

him as one of the most faithful and devoted friends of our cherished institution".¹

Within two years of his resignation, on November 9, 1872, Dr. Parrish died at Fort Sill, Indian Territory (now Oklahoma), whither he had been sent ^{in August, 1872,} by President Grant to ^{inspect the condition} ~~negotiate a treaty with~~ ^{of} the Indians. On the receipt of the sad news, the ~~col-~~lege board adopted the following minute:² "It is eminently fitting that allusion should be made, in the opening of this report, to the recent death of the first President of the College, Edward Parrish. One of the pioneers engaged in enlisting the minds of Friends in the great work of founding a College, he was a most earnest and indefatigable laborer in the cause, and it was largely owing to his personal exertions that success so early crowned our efforts. Very many of the Stockholders will remember that their interest in Swarthmore was first awakened by his voice and pen. By conversation in that wide circle of Friends in which he moved, and where he was so much beloved; by extensive correspondence; by public addresses, and by his work, entitled "Education in the Society of Friends", he did much to arouse attention to the importance of establishing among us an institution for higher culture; culture not of the mind alone, but of the heart as well; and thus, in connection with his untiring efforts to secure the means necessary for carrying out this design, he performed a labor destined to have a lasting influence for good upon our Religious Society, and upon the community at large."

Although Swarthmore's first president died at the early age of fifty, and administered the college during only its freshman year, his memory was kept green in the minds of its 1-Stockholders' Minutes, 1871, p. 41. 2-Ibid, 1872, pp. 36-7.

students during its first generation,¹ while his benevolent countenance still looks down upon subsequent generations from his portrait hanging on the wall of the dining-room in the main building called after his name.

Edward Hicks ^{President Magill} Magill had been elected Principal of the Preparatory School in the college and Professor of the Latin and French Languages in 186~~1~~. In this dual capacity he had shared the administrative duties of both school and college during

years before the college opened and until January, 1871, when Dr. Parrish resigned the presidency. So well had he borne his share of these duties, that he was at once elected acting president, and assumed the duties of that office while at the same time retaining those of principal. At the beginning of 1872-73, he was given the title of president and professor of mental and moral philosophy, while the professorship of Latin and French was filled by Eugène Paulin, who assumed also a large share of the duties of the principal, although that title was not conferred ~~(or inflicted)~~ upon him.

President Magill continued to teach mental and moral philosophy from 1872 until 1877, Latin from 1878 until 1883 and in 1884-85, and French from 1888 until 1900. For ~~the~~ three years after that date he was Lecturer on French Literature, and from 1903 until his death in December, 1907, he was Professor Emeritus of the French Language and Literature.²

On June 17, 1889, Dr. Magill resigned the presidency in the following letter to the board of managers:³

"Dear Friends: After twenty years of service at the College,

¹-Cf. the Halcyon, 1893, pp. 26-29 (with portrait), and 1901, p. 13.
²-Stockholders' Minutes, 1889, p. 15. He was at that time in the sixty-fourth year of his age.

³-See note above

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nearly all in the arduous position of President, I feel, with advancing years, the urgent necessity of a period of rest, as well as a permanent release from exacting responsibilities which, however congenial, would, if prolonged too far, inevitably overtax the health and strength of any man.

"I therefore respectfully ask for leave of absence from the College for one year from Eighth month 15th next. I desire to spend that year abroad in study and the building up of my health. I would ask to return then to the College, and fill such position as the Board may deem best, my own choice being that of the Professorship of the French Language and Literature.

"In accordance with this programme, I hereby respectfully offer my resignation, to take effect at such time as the Board may elect. In thus terminating my long personal service as the executive head of the institution, I desire to thank the Board for many kindnesses shown me, both individually and collectively, at different periods. Conscious of mistakes and of imperfections in the performance of my high trust, I have ever striven to be true to what I conceived to be the interest of the College, to which I have devoted, with enthusiasm, the best years of my life, and which I shall ever regard with affectionate interest, endeavoring always, in my measure, to aid in its mission of higher education in the Religious Society of Friends.

Sincerely and respectfully,

Edward H. Magill."

The board, in accepting his resignation, adopted "by a unanimous and standing vote" the following resolutions:¹ "Resolved, That the resignation of Edward H. Magill as President 1-Ibid, 1889, pp. 15-6.

of this College be accepted,—to take effect on Commencement day 1890,—leave of absence being granted him meantime, with full pay. Resolved, That Edward H. Magill be, and he is hereby appointed to the position on the College Faculty of Professor of the French Language and Literature, beginning with the commencement of the College year, the Autumn of 1890. Resolved, That the Board place on record their appreciation of the ability, the diligence, the devoted enthusiasm to the College service, the faithful and zealous conduct of affairs, which for eighteen years have marked the administration of Edward H. Magill as President of this College. Resolved, That the Secretary be instructed to transmit to him a copy of these resolutions, with the best wishes of the Board for the restoration of his health, and for his future welfare."

After one more year of the presidency, and one year of rest and study, chiefly in Paris, he returned to Swarthmore and resumed his professorship of French. ^{After} Referring to the enrichment of the college library by "a large collection of modern French works" selected by him in Paris, President De Garmo in his report of 1892 stated:¹ "It is a source of satisfaction that Dr. Magill has recently published his new French grammar, and is now engaged in editing a number of modern French works for use in the schools."

When he resigned as Lecturer on French Literature, in 1903, President Swain said in his report to the board:² "After long, honorable and efficient service he retires at his own request in order to give his time and strength to literary work. Among the books he has under way are the following:

1-Ibid, 1892, p. 20.

2-Ibid, 1903, p. 21.

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'French Dramatic Masterpieces,' in several volumes.
'Sixty-three Years in the Life of a Teacher.'
'Early History of Swarthmore College.'

"It is ^a gratifying recognition of the service of Doctor Magill that the Board of Managers have given him the honorary title of Professor Emeritus of the French Language and Literature. May he be spared many years to complete satisfactorily the works he has begun and enjoy the fruits of a life of service."

Among the outstanding events of Dr. Magill's administration are the following: The appointment of Professors Paulin, Beardsley, Appleton, Joseph Thomas, Trotter, and Hoadley, and Dean Elizabeth Powell Bond; the erection of a gymnasium, meeting-house, science building, and astronomical observatory; the addition of scientific and literary courses, and the award of B. S. and M. S., and of B. L. and M. L., as well as of A. B. and A. M.; the holding of the first commencement (1873); the coming of the first foreign students in 1875-76 (from Canada and "South America"); the organization of the Alumni Association (1878); the "Great Fire" and the rebuilding of Parrish Hall (1881-82); and the appearance of The Phoenix (1882) and The Halcyon (1883); the founding of the College Association of the Middle States and Maryland; the ^{system of correspondence} ~~exchange of letters~~ between American and French students.

As a step towards the elimination of the preparatory school, its lowest class was dropped in 1885-86, ^{and, Dr. Magill wrote, and} "an earnest appeal was made to Friends to so arrange the courses of study in their

Halcyon, 1902, pp. 16-7, (~~Dr. Magill's account of the early years of the college~~).

preparatory schools as to fit students to enter our Freshman class, and remain four years and complete the course, instead of entering too early, improperly prepared, and, becoming discouraged, leaving to enter upon business before the College course was completed. To increase an interest in this subject the President began, during this year, visiting various places in this and adjoining States, and speaking, to Friends and others, of the value and importance of a Modern College Course of Study for all, and especially for all intending to teach, in whatever grade, ~~and one of the results of this outside labor was the organization of the "College Association of Pennsylvania", which has now increased, and become the "Association of Colleges and Preparatory Schools of the Middle States and Maryland".~~ The Managers, who have been, from the first, so deeply impressed by the importance of their work for the present and future generations, say at this time: 'In this work we bespeak for him the coöperation and sympathy of friends of the College generally. We believe that it may be made one among the various means by which additional interest in a higher education may be aroused among Friends throughout the country; and that thus, in a few years, instead of one college among us, not quite half filled with college students, and eking out its numbers by a large preparatory school, the demand for places for Friends' children, properly prepared at home, may be so great that the College classes alone will fill Swarthmore to its utmost capacity, and soon require additional buildings for their accomodation.'

In 1888-89, four endowed professorships were established, one of them being named after Dr. Magill in recognition of his strenuous efforts to procure them.¹

1-Infra, pp.

Among Dr. Magill's extra-mural services to American education were the introduction of a system of correspondence between students in the United States and those in France—each writing in his correspondent's language and correcting errors of omission and commission;¹ and the founding of the College Association of the Middle States and Maryland. In recognition of the latter service, the association held its annual meeting at Swarthmore College in November, 1892, and met with the board's following recognition:² "Representatives were present from all the universities and colleges within these States; the papers on educational topics and the discussions thereon were most valuable, and the occasion was one of enjoyment and profit, both to the college as host and the guests that participated."

One outgrowth of this association was the College Entrance Examination Board, which was organized in 1900 and participated in from the first by Swarthmore. One of its examiners in history from 1901 to 1905 was Professor William I. Hull, who acted as chairman of its history board for three years. President Birdsall reporting on this development, said:³

---"This organization was perfected last year and the first examination under its auspices was offered in Sixth month last. Examinations were held in many parts of the United States and in several European cities, and the character of the examinations seems to have been eminently satisfactory. The initial expenses of the organization were necessarily large, and the income from fees the first year small, and you were therefore asked for a contribution or advance to the board of one hundred

1-Infra, p.

3-Ibid, 1900, p. , 1901, pp. 23-24.

2-Stockholders' Minutes, 1892, p. 14.

and fifty dollars, which you promptly and generously made. There is every reason to believe that the ⁱncome of the Board will hereafter be adequate to meet its expenses and that we will not be called upon for any further contribution. Almost all American colleges are willing to accept the certificates of this Board and the movement seems likely to do away with much of the confusion that has heretofore existed in the details of entrance requirements and to provide a reasonable and uniform test for admission to college."

On Dr. Magill's retirement in June, 1890, Professor William Hyde Appleton assumed the duties of acting president. He had been appointed to this position by the board, on Dr. Magill's resignation in June, 1889; and on that occasion, the board said of him:¹ "Having been for seventeen years intimately connected with the work of the institution, and conversant with most of the minutiae of its management, he brought into his work, besides his love for the College and an earnest desire to promote its welfare wherever possible, a reserve force of experience and acquaintance with those already here, which has been and must continue to be of great advantage."

It was with great reluctance that Professor Appleton added the administrative duties of the presidency to those of his professorship of Greek and English literature,² and he did so on condition that it should be only a temporary arrangement until his successor should be elected. He was so successful, however, in his administration, and the board had such difficulty in

1-Ibid, 1889, p. 16.

2-The students' comment on this among "College Characteristics" was: "My library was dukedom large enough." (Halcyon, 1892, p. 131).

finding a suitable successor, that he was induced to serve another year (1890-91), this time with the title of president.¹

Dr. Appleton's popularity with the students was evidenced by various things, among them, their complaint that it was no fun to play pranks which would annoy him. The junior's year-book, also, was dedicated to him in the following verses:²

"To thee, to whom the task is given to rule
 This little kingdom of our Quaker school;
 And, with a hand impartial, wise and kind,
 To govern and direct each youthful mind.
 To testify that with our modest might
 We'll aid to make thy duties here more light,
 That, with the best of honor and good-will,
 We'll all attempt thy mandates to fulfil;
 To wish thy reign here sweet and full of peace;
 That our dear Swarthmore's welfare may increase,
 Until she finds herself, and ruler great—
 This book, in all respect#, We dedicate
 To our dear President."

The juniors also paid his administration the following tribute:³ "The present year has witnessed the happy fulfilment of the highest hopes and beliefs of our sagacious directors. A spirit of renewed interest seems to preside over us, whether in the class-room or on the campus. With all confidence we ascribe this improvement to the increased liberality which has characterized the actions of our managers and faculty. Of the latter body, our thanks are especially due to President William Hyde

1-Stockholders' Minutes, 1890, p. 17. 3-Ibid, 1892, p. 22.
 2-Halcyon, 1892, p. 15.

Appleton, who, at the sacrifice of all personal interests, has governed the college with dignity and firmness and yet with a moderation which has endeared him to the heart of every student."

Aside from the two-fold task of carrying on his professorial and administrative duties, Dr. Appleton was not desirous of starting any new college projects; hence the outstanding events in the two years of his presidency are but few in number.

Among these were the formal abolition of the preparatory classes, ^{for} which President Magill had so long worked; ~~for~~ the setting up of a Pennsylvania State Weather Bureau's Signal Service Station in the College observatory; the starting of a "Bureau of Professional Information" for the benefit of the graduates; and the conversion of the office of "Matron" into that of "Dean" — of women.

William Dudley Foulke

In accordance with the promise made to Dr. Appleton, the board's sub-committee on the college presidency, "after long and earnest attention to the service for which they had been appointed, offered (to the board at its meeting on December 1, 1890) the name of William Dudley Foulke, A. M., of Richmond, Indiana, who was unanimously elected to the office of President of Swarthmore College, to take effect 3d mo. 1st. 1891".² But the inauguration of the president-elect was never to take place, the reason as stated by the board being as follows:³ "At the close of our last annual report it was announced that William Dudley Foulke had been unanimously elected to fill the position of President. Soon after, as steps were being taken for his inauguration, a sudden and most unexpected death occurred in his family which made it impossible for him to enter upon the work,

1-*Infra*, p.

2-Stockholders' Minutes, 1890, p. 17.

3-*Ibid*, 1891, pp. 13-14.

and we were obliged to yield his services to what he deemed nearer and more important duties; William Hyde Appleton, Ph.D., continued as President until the close of the College year."

The students' year-book gave the following sketch of Mr. Foulke and of his sudden withdrawal:¹ "William Dudley Foulke, Δ Φ, was born in New York, November 20th, 1848, and received his early education in the Friends' Seminary in that city. Entering Columbia College in 1865, he pursued his studies there for four years, winning various honors of a literary character, and graduating with distinction. Making the law his chosen profession, he entered Columbia Law School in 1869. From this institution he graduated in 1871, having, however, been admitted to the bar, in recognition of his marked ability, in the spring of 1870, while still a junior. After his marriage, in 1872, he continued the practice of law in New York until 1876, when he removed to Richmond, Indiana, where he has since resided.

TP "As a lawyer, as a statesman, and as a scholar, William Dudley Foulke has a just claim to our respect and admiration. His success in the first-named pursuit paved the way for his political advancement. As a member of the Indiana Senate, to which he was chosen in 1882, he gave ample evidence of his powers as a statesman by his warm advocacy of progressive and reformatory legislation, especially in the direction of the civil service, in the improvement of which he is actively interested. Although a believer in the general principles laid down by the Republican party, Mr. Foulke is in no sense a partisan politician, and his unwillingness to consider policy and expediency before justice and right has tended to debar him from accepting higher elective offices. His work has been accomplished largely in the State and National reform leagues, the former of which

1-Haley, 1893, pp. 38-41 (with portrait). 2-⁹² His father, Thomas Foulke, was a prominent minister in the Society of Friends, and was principal of

The Friends' Seminary where William was a pupil.

3.

he himself organized in Indiana. Retiring from the practice of law in 1889, Mr. Foulke has since devoted himself to the gratification of his taste for literature and art, and to work in behalf of the various reforms in which he is interested.

TP "It was in December, 1890, that he was tendered the Presidency of Swarthmore College, which honor he accepted. From the close of the winter holidays to the catastrophe of the 25th of February, 1891, the President-elect spent much time at the College, familiarizing himself with the routine of work, and by his dignified and kindly bearing earning the sincere regard of Faculty and students. Preparations for a brilliant inauguration were already in progress when the bright outlook was suddenly clouded. Even while those interested in the College were congratulating the institution upon the prospects of further successes under the administration about to begin, a message was flashing over the wires fraught with sadness for the College and her President-elect. The sudden death of Mr. Foulke's brother-in-law made it necessary for the former to return immediately to Richmond, and, a little later, to resign the position he is so well qualified to fill." [Insert p. 13¹]

With the withdrawal of ^{President De Garmo} William Dudley Foulke's acceptance of the presidency, Dr. Appleton continued as president until the close of the year 1890-91. But "on 9th mo. 8th, 1891", the board reports,¹ "Charles De Garmo, Ph.D., Professor of Pedagogics in the Illinois State University, was unanimously elected to the Presidency, and entered at once upon the duties of the office. Born in Wisconsin, his early education was in the public schools, supplemented by a course of study in the Illinois State Normal School, where he graduated. Afterward 1-Stockholders' Minutes, 1891, p. 14.

he spent three years abroad, studying in the Universities of Jena and Halle, in Germany, taking his degree of Ph.D. in Halle in 1886, since which time he has been engaged in educational work in the West. Though not a Friend by birth, his ancestors were Friends, and his views and principles accord so well with those of the Society, that he can consistently carry out the designs of the founders of the College in this regard. Having been till so recently a stranger to the place and unfamiliar with the past work in the College, he has, in his report, which we append in full, confined himself more to an ideal of what he desires the College to become than to a synopsis of what has been done in the year just past."

The first report of Dr. De Garmo states his ideal of a college education as follows:¹ "It is to the ends or purposes for which we educate the youth of the nation that we must ultimately look for guidance in the administration of an educational institution. The methods and means in any individual case will depend largely upon the stage of the educational process through which the students are passing. Clear apprehension, then, of the immediate and ultimate ends of education and of the various stages of its process, are two essential prerequisites for successfully directing it. Reflecting upon what it means to reach an end and to execute a purpose, it is clear that the idea of work, of progress, of volitional activity is involved, for what is static does not reach ends. Only the dynamic is alive, and only conscious life can accomplish designs. From this it is clear that an educational institution,

¹-Ibid, 1891, pp. 16-19. This report includes also Dr. De Garmo's ideals of college discipline and athletics, and recommendations as to some changes at Swarthmore (Infra, passim: see Index).

like everything else that reaches ends, must be alive, must progress, must keep itself in the dynamic and out of the static stage. In the same way, if we inquire to what end the individual is educated we shall find a similar answer. Education that ends in stagnation, or in static power merely, is a harm and not a blessing both to the man and his neighbor. However blind it may be, the popular impulse to make education practical is right, for aims in life involve volitional activity as the only possible means of reaching them. It is the will alone, says Kant, that can be good or bad. It is quite as true that upon the will rests the accomplishment of any useful purpose. The ultimate value of an education, then, depends upon how much it makes us do. The deed is the fruit of which knowledge is only the blossom. The problem, then, is how to make education bear the largest fruitage of good and true and useful deeds, and this is equivalent to the question, how can we make it most practical?

"But action alone does not make the practical man. It is not the activity that springs from undirected impulse or half-mastered conceptions that we need, but that which comes from strong, consistent determination and clear insight into all the relations involved. To be practical, then, means to be strong in determination, right in purpose, vigorous in execution, and clear and distinct in knowledge. To be strong in determination but wrong in purpose is to make conduct self-contradictory, hence unpractical in its highest degree, while determination coupled with ignorance produces obstinacy, and vigor in execution led by inadequate knowledge leads to expensive blunders. Education must, therefore, culminate in intelligence which comes through knowledge; in obedience to conscience

and the rational life of the world which comes through ethical and religious culture; and in that vigorous executive ability that springs from the wholesome spirit in the healthy body. Intelligence, obedience, health, and executive ability are consequently the immediate purposes of education, for all these are needed in the practical man, the man of deeds.

"But before we can decide fully what the College should do and be, we must fix its position in the educational process. Reflection and observation show us that there are three somewhat clearly marked stages of thought and hence of education. A child spends the day in gathering walnuts. What are they to him? Merely so many individual objects, having only numerical relations to one another, and those of taste to himself. In the same way the facts of geography, natural history, mathematics, and literature are learned by pupils in preparatory schools as so many facts, somewhat loosely connected by their simpler relations. Children in this stage of education can apprehend only the more obvious stages of processes. Their generalizations are of an elementary and concrete character. The abstractions of algebra or of thought in general do not appeal to them as having meaning. In college education, however, all this is changed. The walnut appears in the Botany class in a new light. Matters of form, size, color, and taste are no longer the important things. The nut is now studied as one of the phases of a process which includes the whole tree. To know the walnut now is to understand its relation to root, stem, branch, and leaf, both of the parent tree and of the future tree whose possibility and prophecy it is. To know the tree is to understand the function of each part in relation to the whole, as well as all the actions and inter-

actions that go on between the tree and its environment. To the College Botanist, each part is the presupposition of the whole plant, and each plant is a nucleus about which the whole environment may cluster in relations totally unseen by the mind which has not yet reached this stage of education. That would be but a sorry caricature of College Botany that dealt mostly with the classification and naming of plants. In the same way all college education deals with the organization of knowledge, with facts as elements of processes, for no clump of earth can be so firmly petrified that it may not be viewed as a factor of a process. The element of time, so far as its present state is concerned, is an accidental one. In mathematics, in science, in language, the whole is seen in the part, and the part in the whole. The study of isolated facts is no longer in place, but everywhere there must be organization, unification, the perception of organizing relations. All the facts of knowledge acquired in childhood, together with those newly learned, cluster about their appropriate centres as parts of an imposing whole. This is the true college education.

"To be true to our own principle, we must glance forward also to see what relation the College bears to the University, since the College itself is also a stage in a greater process. On the basis of the organized knowledge of the College the University may now undertake that which would otherwise be folly. It may return to specialization, to the consideration of fragments of knowledge. The convolutions in the brain of a bat may now become a possible object of profitable investigation, for the student has a basis of organized knowledge to which he may refer the new facts. In this way the vast amount of specialization that now goes on in the University may in time

be so thoroughly unified that it may become the subject of College education. There is one ~~another~~ function of the University that is often overlooked. It is the final and highest organization and correlation of knowledge. When a man makes the whole world revolve about his specialty, when he makes Botany, or Mathematics, or Philology the centre to which all other knowledge is to be related, he has made a subordinate part take the place of the true centre. All these subjects are but means to higher ends. What are plants that they should become the pivot around which the rest of the world revolves? It is in Philosophy that men learn to find the highest organizing principle, and to make every subordinate branch of knowledge assume its right relation to the true centre and to every other branch. The German University is right when it compels every candidate for the doctor's degree to take the history of philosophy as one of his subjects of study, because even the most intelligent atomization in knowledge does not enable the student to enter the third stage of thought—the perception of the highest unity of knowledge as based upon its most fundamental organizing principles. A man should as easily differentiate himself from his nervous system as from his food or clothing, and this the man who is in the college state is not always able to do.

"Starting now with clear notions of what education is for, and what the educational latitude and longitude of the College are, we may proceed to discuss briefly some of the problems that arise in this College. Far-seeing intelligence we have found to be an essential requisite of the practical man. This kind of intelligence consists in the power of seeing the true and essential relations of things. It is plain that mere

memoriter work, or shiftless, easy-going methods of study, or slavish reliance upon the help of another can never bring about this kind of insight. Building upon the great work that has been wrought through the devotion and skillful labor of past years, it must be the persistent effort of the President, heartily seconded by professors and instructors, to prevent the growth of dilettanteism in study among the students—to prevent good fellowship from swallowing up good scholarship. Not only is it the duty of the College to insist upon good scholarship, but it is also the wisest policy. In the long run, the College that does most for the solid and permanent development of its students will be best upheld by the public, to whom it may look for moral and financial support. But not only do we need persistent diligence on the part of students and teachers to attain this scholarship, but we also need adequate means, the chief of which are books and places to use them. The College education as described cannot be obtained by the student, who, like the urchin in the primary school, does nothing but con his lesson from his text-book. He must become familiar with books, he must learn to use them with celerity, to find and to utilize what most nearly concerns the matter he has in hand."

In his next annual report, President De Garmo stated more briefly his ideal of a college education and applied it to Swarthmore's teaching of history, economics, politics, social science, mathematics, Greek, Latin, and English. The ideal which he desired to apply in these subjects he stated as follows:¹ "The educated public is practically a unit in the opinion that the college should furnish a liberal education; 1-Ibid, 1892, p. 15; see infra, under the departments of instruction.

in this demand there has been but little change. But when we ask what constitutes a liberal education, we find that the advanced thought of the present differs materially from the current ideas of forty years ago. The position of the modern college is that it is more liberalizing and far more useful to pursue thought, or content-studies along with classics and mathematics, than it is to spend all the time on these more formal aspects of instruction. The college now holds that liberality of education consists not so much in possessing a traditional store of ideas, as in having understanding and sympathetic interest for what most concerns the welfare of man; and that he is illiberally educated whose interest and understanding are measured alone by what pertains to his calling. This radical departure of the modern college from the old ideals explains the changes that Swarthmore is now making, and points out the line of progress for the future."

Both faculty and students cordially welcomed President De Garmo and his educational ideals, the junior year-book publishing a biographical sketch and portrait of him. The student's sketch and greeting ^{to} ~~of~~ him was as follows: ^{1p}"The present executive head of Swarthmore brings to the position the energy and thoroughness which belong proverbially to the people of our wonderful West, joined with the classical culture of the best universities of the Old World. No period in the existence of our College could have been more opportune for the reception of President De Garmo than the present. It is with a feeling of pleasure not unmixed with expectation that The Halcyon welcomes him to our midst, and with him a new era for Swarthmore." ^{pp}Dr. De Garmo's scholastic education began ^{1-Halcyon}, 1893, pp. 42-5.

in the public schools of Illinois, and ended with his graduation from the University of Halle, Germany, at which institution he obtained the degree of Ph.D. ¶ Aside from his own studies, both in this country and abroad, his life has been devoted almost entirely to the profession of teaching. He has made a most diligent and scholarly study of the art of imparting knowledge, and his works on pedagogics are authority. ¶ President De Garmo was born in Wisconsin in 1849, and while a man of but forty-three years, his successes in his profession have been attained in various fields of labor. His career began as teacher in the public schools, which position he had held for but a short time when offered that of principal in the public school at Naples, Illinois. Professor De Garmo, however, soon returned to his Alma Mater, the Illinois State Normal University, where he occupied the position of assistant training teacher for seven years. ¶ While still connected with the University, Dr. De Garmo and Professor E. J. James, at present at the University of Pennsylvania, established and conducted for a period of two years 'The Illinois State Journal, a paper devoted to the interests of education. This was just prior to his brilliant career in the German Universities of Jena and Halle. He remained abroad three years, in which time, by careful study and observation, he familiarized himself with those methods of education obtaining in the Old World. Returning to America, he again took up his work at Illinois State Normal University, this time as Professor of Modern Languages. Four years later he became Professor of Philosophy and Pedagogics in the Illinois State University, at Champaign, which position he held until called to the Presidency of Swarthmore College in September, 1891. ¶ Dr. De Garmo is

closely connected and in sympathy with the University Extension movement now occupying so much attention in educational circles. His literary works are all upon those subjects to which he has devoted the greatest study, Philosophy and Pedagogics."

The Halcyon of the next year hit off some of Dr. De Garmo's characteristics which appealed to the students as follows:¹

"Y-clepped Charles was the Presedaunt,
 And of the College dorste he make avaunt.
 His figure was ful tall and eek as brood
 As it was tall. His governaunce was good.
 Upon his heed a silke hat he war;
 A black Prince Albert coatie was his gere,
 And of Philosophie he know a lot.
 Of public schooles was he fond, I wot."

The Class of 1895, in their junior year, dedicated their Halcyon to President De Garmo in the following verses:²

"When we as mirthful Freshmen came
 Within the gates of old Swarthmore,
 Its halls first echoed with thy name
 Which graced its records ne'er before.
 Full many a goodly favor brought
 Unto the youths and maidens all,
 Full many a kind and helpful thought,
 With gratitude we now recall.
 So mindful of thy worth do we
 This little volume now contrive,
 With greetings we address to thee
 The "Halcyon" of Ninety-five."

1-Ibid, 1894, p. 116. 2-Ibid, 1895, frontispiece ^(portrait) and p. 1.

By December, 1894, the Depression was being felt at Swarthmore, although Dr. De Garmo in his report of that date¹ attributed the decline in the number of students (from 206 in 1890-91, to 204 in 1891-92, to 201 in 1892-93, to 193 in 1893-94, and to 187 in 1894-95) to the elimination of the preparatory students and "the powerful attractions drawing students to the great universities". This latter reason led him to devote four pages of his report to "College Training at Swarthmore vs. University Training in Cities". The five advantages of the former included: "the intimate personal relations established between the professors and each student"; "social humanizing influences" in dormitory life and in co-education; the "high grade of undergraduate work between the ages of 16 and 20, or 17 and 21, thus saving the student two, and perhaps three years", before entering on professional study; a superior moral training; and normal athletics.² His conclusion from this contrast was that "these five points embrace the important things in the higher physical, moral, social, and intellectual education of young men and young women. Great numbers, costly equipments, intense excitements, and the like, may have fascination for young students, but they should not blind their parents to the advantages of early higher education under circumstances that tend to ward off every evil influence, and to develop character of the highest type."

Despite this appeal to the parents of prospective students, the number at Swarthmore continued to decline during the rest of the Depression: to 180 in 1895-96, to 172 in 1896-97, and to 162 in 1897-98. President De Garmo's report of 1895 attributed this decline to the "transition [at Swarthmore] to a

1-Ibid, 1894, pp. 16-24. 2-Cf. infra, p.

higher plane of scholarship and character, at a time also of extraordinary financial depression in the country". But he sounded the optimistic note that "the Faculty now believe, however, that the College is so thoroughly founded on the rock of merit that a gradual growth in numbers is sure to set in. They think that the steady growth in internal organization, and the constant development in the scope and efficiency of college work in every department, will not fail to receive full public recognition".¹

Coöperation between the faculty and the administration, during the crisis, was full and loyal; and the president paid to the faculty members the following tribute:² ~~"No change whatever has taken place in the teaching force of the College since the last annual report. This stability coupled with good health has caused the work to move in its normal channels with vigor and efficiency."~~ "The faculty have given their most devoted labor to teaching, to writing, to lecturing. They have done their best to spread the name and fame of the college. No proper means in their power to arouse enthusiasm for the college both at home and abroad have they left untried; yet all their efforts, untiring, devoted, and able as they are have not sufficed to meet the competition produced by the recent changes in Higher Education, and fill our college with students."

Many earnest discussions in faculty meetings grappled with the financial and educational problems of the Depression. One of these resulted in the rejection of the plan of lowering the age of admission by two years—for the reason, as stated by Dr. De Garmo, that "the established order of things and the

1-Stockholders' Minutes, 1895, p. 17. ~~2-Ibid, 1895, pp. 18-19.~~

2-Ibid, 1897, p. 22.

tendencies of the times are against it"; but a stronger reason in the minds of the faculty was that Swarthmore had been striving for a quarter-century to get rid of preparatory students and thereby raise the college to a higher standard, and had only recently succeeded in doing so. The president and faculty were entirely agreed, however, that Swarthmore must keep fully abreast of the best colleges in requirements for admission and for graduation; and they raised the requirements for both of these in the very midst of the Depression.¹

President De Garmo's administration was marked by the Depression of 1893-98; by the reintroduction of a professorship of English—the first since Professor Thomas retired in 1887; the establishment of an associate professorship in economics and social science, (~~under Dr. William I. Hull, 1892~~); the award of the first and second fellowships (the J. W. Lippincott and the Lucretia Mott); the building of a girls' gymnasium, and the enlargement—after a fire—of the science building. An event of great interest to the Society of Friends in America was the holding of the Friends General Conference at Swarthmore in 1896.

ibid, 1895, pp. 18-19.

The Principal

The first official appointed to share the burden of administration with the president was the "Principal" who directly supervised the preparatory department. Professor Magill bore the title and fulfilled the duties of this office from 1869 to 1872, in which latter year he was given the title of president of the college. He had acted in this latter capacity since President Parrish's resignation in January, 1870; and with the merging of the two offices in 1872, no more "Principals" were appointed. Members of the college faculty, and especially Professor Eugène Paulin, shared with the college president the administration of the preparatory department until its abolition in 1889-90.¹

The Matrons

The next administrative officer appointed was the "matron"; and the first person to fill this office was Helen G. Longstreth, of Philadelphia. She had been one of the founders of the college, and a member of the board of managers from 1862 to 1868.¹ On her appointment as matron, she resigned from the board in 1869, and served the college as head of "the household department" during its first year. The board accepted her resignation as matron at the close of 1869-70, with a resolution expressive of their appreciation of "her long and valuable services in connection with the College".²

Helen Longstreth's successor as matron was Phebe W. Foulke, the wife of the first "Superintendent", Thomas W. Foulke. So

1-See Volume I, pp.

2-Stockholders' Minutes, 1870, p. 10. She died June 6, 1901, at Atlantic City, N. J..

beloved were this most kind and friendly couple that they were spontaneously called by the students "Cousin Phebe" and "Cousin Thomas". Mrs. Foulke served as matron from 1870 until 1878, and her resignation was accepted with regret and with the encomium that her eight years of service had been "highly satisfactory".¹

Caroline S. Wood, of Bristol, Pennsylvania, next became matron, and served until 1882. The board in accepting her resignation, said:² "In this department of the household we have met with a serious loss in the resignation of the Matron, Caroline S. Wood, who has served the College ably and faithfully during the past four years. Her place has been filled by the appointment of Anna W. Frost Clapp, of New York, who has entered upon her duties during the past month [November, 1882]." Mrs. Clapp served another four years' term,³ and was succeeded by Elizabeth Powell Bond, of New York.⁴

Within three months of her arrival, the board reported of Mrs. Bond that her "influence with our girls, and with the entire College family, is excellent".⁵ She served as "matron" from 1886 until 1890, and was then appointed "dean", which office she filled from 1890 to 1906,⁶ then becoming "dean emeritus" until her death in March, 1926. Her coming to Swarthmore

1-Ibid, 1878, p. 50. She died in 1904 at Redlands, California.

2-Ibid, 1882, p. 63. She died February 27, 1922, at Sierra Madre, California.

3-She died March 20, 1899, in Brooklyn, N. Y.

4-The matrons were assisted by "housekeepers", beginning with Priscilla T. Speakman (with Hetty Saunders as "receiver of guests") in 1869-70; and during the latter part of the period, Rachel B. Townsend (1892?-1897) and Mary R. Satterthwaite (1897-1902). During the first year, there were two "assistants in charge of nurseries and dormitories", the latter receiving the title of matrons in 1896.

5-Ibid, 1886, p. 18.

6-The title of "matron" was conferred upon the women who supervised each of the three sections of Parrish Hall. There were also a "director of the laundry" and a "director of the farm".

marked a new and very happy era in the social and educational work of the college. Under the section on the faculty, this will be referred to later.

The Superintendents

The pressing need of a superintendent of grounds, buildings, and local finances was felt from the very beginning, and this need was filled for the year 1869-70 by Joseph Lewis, Jr., and then from 1870 until 1884 by Thomas S. Foulke. The services of the latter were greatly appreciated by board, faculty, students, and especially by the hard-pressed president of the college, who wrote of him seventeen years after his death as follows:¹ "On the 10th of fourth month of this year the College lost, by death, the valuable services of the Superintendent, Thomas S. Foulke. He had served the College with untiring energy and unremitting care for a period of thirteen years. His interest in its success was unsurpassed, and he never spared himself when his duties seemed to call for his services. His kindly and genial disposition warmed toward him the hearts of all by whom he was surrounded. His ever ready jests and good stories made his office a centre of attraction. Students of that time will recall with pleasure the cordial reception which ever awaited them there. He had a story ever ready and appropriate to illustrate the passing occurrences of the day, and in this respect he was not unlike our martyr President Lincoln. His unselfish devotion to his work may be illustrated by a circumstance not generally known. Forest fires were not uncommon in those earlier days of the College, when 'huts' and 'caves' of 'Preps' were not infrequent on the wooded hillside

1-Dr. Magill in the Halcyon, 1902, pp. 14-15.

along the Crum. The origin of these mysterious fires may be readily conjectured. To extinguish these was frequently no inconsiderable task. It was at one of these fires, where, with others, he spent a good part of the night in surrounding and arresting the flames, that he was so exhausted when he retired toward morning that fears were entertained for the result of that night's overwork. This was in very early spring, and he was never really well afterward, and before the middle of the fourth month that earnest, active life went out, and he passed on to the Life beyond. His memory will ever be most kindly cherished by all Swarthmoreans of that early day."

The board, too, at the time of his death, made the following record:¹ "Since our last Annual Report to the Stockholders, the College has lost, by death, an efficient and valuable officer, in the person of Thomas S. Foulke, our Superintendent. For the past thirteen years he has been identified with the life of the College, giving to it not only the energy and unremitting care required by his large sphere of duty, but bringing to the work a warmth of feeling and interest that added incalculably to its value. His kindness and constant attention to the wants of the students, and his ready sympathy in all their interests, greatly endeared him to those under our charge, and make his loss severely felt." [Insert p. 29¹]

The ~~second~~^{next} superintendent was William J. Hall, who filled that office from 1884 until 1900. He had graduated from Swarthmore, with the degree of B.S., in 1878. After six years' training in the employ of the Philadelphia and West Chester Railway Company, of which his father, Thomas H. Hall, was treasurer, he took up his duties as superintendent at Swarthmore, and

1- Stockholders' Minutes, 1884, p. 12.

The Registrars

The predecessors of the registrars were the president's secretaries, the first of whom was Helen Magill (later Mrs. Andrew D. White), a graduate in the first class (1873).

The title of registrar was not conferred until 1890-91, during which year and until 1900 it was filled by Esther Townsend Moore, of Maryland. Miss Moore was one of the first graduates (A.B., 1873), having entered the first freshman class with the opening of the college in 1869. She became a graduate student in 1873-74, and during that year and until 1883 she was an instructor in the preparatory department in mathematics (and in English grammar, 1879-83). From 1884 until 1889, she was "in charge of the study-room", in 1889-90 secretary to the president, ^{and from 1890 until 1900 secretary to the president} and registrar.¹ During many of the years before she received the official title of registrar, she appears to have performed the functions of that office, and the records of many classes of Swarthmore's students in the 70's, 80's and 90's are preserved with painstaking care in her clear handwriting.

The Librarians

A librarian was appointed for the year 1871-72, from which year until 1874 she was ranked, not with the faculty, but with

1-In 1900, she married Professor William Hyde Appleton and retired from college work. She died August 7, 1934 (eight years after her husband), in Baltimore, Md. P Albert Cook Myers, B.L., Swarthmore, 1898, M.L., 1901, was registrar and secretary to the president from 1900 to 1902. The next year, the president was given a secretary on full time, the office of registrar continuing until 1913, when it was merged in that of dean.

the "officers of government and instruction". From 1874 until 1877, she was ranked with the "instructors"; thereafter, until 1879, she was again ranked with the "officers of government and instruction". The office was filled in 1871-72 by Mary P. H. Rockwell, and from 1872 to 1879 by Katharine L. Rockwell.

From 1879 until 1888, Arthur Beardsley, professor of engineering, acted also as librarian, having during the last seven of these years an assistant, Olivia Rodham (who acted also as instructor in botany). Miss Rodham became acting librarian in 1888-89, and she was succeeded by Sarah M. Nowell (1889-1906).

Chapter VII

The Faculty and Corps of Instructors

Names

The by-laws of the corporation in 1869, under "Law 8, The Faculty" included "the President and other Professors of the College, with the Principal of the Preparatory Department and *the* Matron".

The first college catalogue (for 1869-70.) listed as members of the "Faculty", the president, matron, principal and secretary, the last named being professor of the Greek and German language and literature and acting professor of mathematics. Under the title "Department of Instruction", it listed as "Resident Officers" the president, principal, one professor, six teachers and two assistant teachers; and as "Non-Resident Instructors", two lecturers and one professor.

The catalogue for 1870-71 has only one list, namely, "~~Members of the Faculty~~ and other Officers"; it numbers eighteen, plus three "Non-Resident Officers" (a professor and two teachers).

In 1871-72, the "Faculty" is again listed separately and includes six persons, namely, the principal (who was yet only acting president), the matron, three professors, and the superintendent; while under "Officers of Government and Instruction", were listed the six members of the faculty, eleven teachers, the librarian, and three "Non-Resident Officers".

This two-fold classification was continued until 1902, with the exception that from 1873 to 1882, the faculty was called the "Faculty of Government", and the other list entitled "Officers of Government and Instruction". From 1882 until 1885, the terms "Faculty of Government" and "Faculty of Instruction" were used; in 1885, the terms "Faculty" and "Officers of

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Instruction" were adopted, with a footnote to the former stating By-Law IX (of the Board of Managers), namely: "The President, Matron and such of the resident Professors and others as may be elected by the Board, shall constitute the Faculty". In 1899, the name for the second group was changed to "Officers of Instruction and Administration"; and finally, in 1901, the two groups were merged in one, called "Officers of Instruction and Administration".

Faculty — Titles and Rank

The titles of the corps of instructors began in 1869 with those of president, professor, and lecturer, for the college; and principal, teacher and assistant teacher, for the preparatory department. To these were added: librarian (1871), instructor (1872), assistant professor (1873), assistant instructor (1873), president's secretary (1874), assistant (1879), assistant librarian (1881), emeritus professor (1885), director of physical culture (1885), director of the workshops (1887), registrar (1890), and associate professor (1892).

With the exception of the ^{president, professor emeritus,} matron (dean), and superintendent, the ranking was as follows: ~~president, emeritus professor,~~ professor, associate professor, ~~and~~ assistant professor, ~~The ranking of the other members of the faculty varied in accordance with length of service.~~ ^{assistant, lecturer, instructor, and teacher.}

1- Beginning with 1902, the two-fold classification was restored, the two names being "The Faculty and Instructors" (until when "The Faculty" was adopted) and "Officers of Administration".

2- There were no research professorships until 1929, when John A. Miller ^{was appointed} Research Professor of Astronomy, and William J. Kull was appointed Howard M. Jenkins Research Professor of Quaker History.

3.

Faculty — Duties

In the By-Laws of the Board of Managers for 1869, it is stated under "Law 8. — The Faculty" that "The President and other Professors of the College, with the Principal of the Preparatory Department and Matron, shall hold regular meetings, arrange the course of study, determine the qualifications for admission into the several departments and classes, and for graduation, decide upon rules of order and determine all questions pertaining to the discipline or instruction, subject to the approval of the Executive Committee [of the Board], and report through the President to the Board at least twice a year".

By-Law IX ^{(in the Catalogue for 1900-01, it is called} "Corporation By-Law, No. 9" in the Catalogue for 1885-86 and for the subsequent years down to 1900-01, states ~~(in a foot-note under the list of "Faculty" members): "The President, Matron and such of the resident Professors and others as may be elected by the Board, shall constitute the Faculty." Their~~ ^{the} ~~duties~~ ^(of the faculty) ~~are~~ stated to be the same as in By-Law 8 of 1869, except that ^{it is} ~~they are~~ to report (it is not specified "through the President") to the Executive Committee, instead of to the Board, and to report monthly, instead of "at least twice a year".

Number

Down to 1901-02, the members of the "faculty" were limited to those members of the staff who were elected to membership by the board. Their number varied from four in 1869-70 to sixteen in 1900-01 and fourteen in 1901-02, with an average of 11.

The entire corps of instructors varied in number from fourteen in 1869-70 to thirty-one in 1900-01 and twenty-eight in 1901-02, with an average of twenty-three. The number of stu-

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dents per teacher varied from 14 in 1869-70 to 8 in 1901-02, the average number of students per teacher being $10\frac{1}{2}$.

~~Faculty~~ ~~Sex~~ *Men and Women*

Of the 157 members of the corps of instructors during the period, 83 were men and 74 were women: thus evenly was the principle of coeducation applied in the teaching staff as a whole.

But of the 36 instructors of full professional rank, 31 were men and only 5 were women.

Training

The degrees received by 119 of the 157 members of the corps of instructors included: 62 bachelors (in arts, science, letters, philosophy, law, and oratory); 27 masters (arts=17, science=3, civil engineering=7); and 30 doctors (philosophy=15, medicine=12, science=2, laws-honorary=1).

These degrees were conferred by the leading colleges and universities in the United States, including Harvard, Yale, Pennsylvania, Johns Hopkins, Chicago, Cornell, Massachusetts Institute of Technology, etc., and by the Sorbonne and Jena.

Twenty-three of the teaching staff of 157 were graduates of Swarthmore, five of them (one woman and four men) filling professorships, and three (all men) assistant professorships.

Length of Service

Of the 157 members of the teaching-staff, during the period from 1869-1902, twenty served ten years or more. Of these, one (Prof. Cunningham) served 33 years (37 in all);

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one (Prof. Magill) 31 years; one (Prof. Appleton) 30 years (37 in all); one (Prof. Beardsley) 26 years; one (Prof. Price) 17 years (24 in all); four (Profs. Paulin, Green, and Holcomb^{and} and Dean Bond) 16 years each (Dean Bond 20 years in all); two (Profs. Leidy and Austin) 15 years each; four (Profs. Trotter, Hoadley, and Furman, and Librarian Nowell) 14 years each (Prof. Trotter 40 years in all, Prof. Hoadley 26 years in all, Miss Nowell 18 years in all); two (Profs. Thomas and Day) 13 years each; three (Profs. Sanford and Hull, and Dr. Shell) 10 years each (Prof. Hull 47 years, and Dr. Shell 13 years, in all).

THE DEPARTMENTS OF INSTRUCTION

The term "Departments of Study" was used in the catalogue of 1869-70 for the departments of instruction, while the term "Course of Instruction" was used for the curriculum, or programme of studies. The next year, "Courses of Study" replaced both of the former terms; and for a decade thereafter, "Departments of Study", or "Departments", was preferred. "Courses of Study" was next used until 1885, when both "Courses of Instruction" and "Courses of Study" were used for thirteen years; finally, in 1898, the term "Departments of Instruction" was introduced and differentiated from the "Courses of Study".

The number of departments varied from eight (in 1869-70) to twenty (in 1887-89), with a yearly average of sixteen; and the number of subjects taught, ^{varied} from eighteen (in 1871-72) to thirty (in 1899-00), with a yearly average of twenty-four. The number of instructors varied meanwhile from fourteen (in 1869-70) to twenty-eight (in 1900-02), with a yearly average of twenty-two. Thus, each department had an average of $1 \frac{3}{11}$ instructors, and each subject $\frac{11}{12}$ of an instructor!

Eight departments were started in the first year and maintained throughout the period, namely:

History

English

Greek } united under the term "Ancient Languages" until 1871
Latin }

French } united under the term "Modern Languages" until 1871
German }

Mathematics

Natural History (called "Natural Science", 1869-70; "Biology and Geology", in 1891-93 and 1900-02; "Biology", 1893-1900)

Physics (called "Natural Philosophy", 1870-71)

Chemistry (united with Physics, 1869-70)

Elocution (called "Reading and Speaking", 1885-93)

Five more departments were started from time to time, which remained permanent,

namely:

Drawing (and Painting after 1883), in 1870

Engineering, in 1871

Philosophy, in 1873 (called "Mental Philosophy" and "Moral Philosophy", and separated 1873-77, united 1877-85 and 1887-88; called "Philosophy", 1885 (united with Teaching, 1885-87); called "Psychology and Philosophy", 1898-1902)

Physical Culture, in 1885 (called "Physical Training" after 1899)

Teaching, 1879-1902 (united with Philosophy, 1885-87; called "Pedagogy" after 1889).

Nine other departments were set up during the period, which had an independent existence for a few years and were then absorbed in or re-united with older departments.

These were:

Botany, 1874-80

Political Science, 1886-91

Political Economy, 1873-79 and 1892-94 (called "Political Economy and Social Science", 1892-94)

Logic, 1887-94

Rhetoric and Composition, 1887-94 (called "English Composition", 1891-94)

Italian, 1883-86 }
Spanish, 1883-87 } united in 1883-86

Astronomy, 1875-79, 1887-88

Physiography and Geography, 1898-99

Biblical Literature, 1900-02

The following studies were classed in independent departments for a few years each, but were then omitted entirely from the curriculum:

Penmanship, 1870-74

Phonography, 1870-74, 1877-79, 1883-84, 1885-90

Telegraphy, 1872-73

Bookkeeping, 1883-84.

in 1869-70
The annual catalogues began with a statement concerning each "Department of Study"; but the next year, no separate statements were made of the departments, the "Courses of Study" alone being listed. Between 1871 and 1880, separate statements were made of only a few of the departments; but during the following years, the departments were each given a separate statement. Beginning with 1892-93, the names of the instructors were given in each department, as well as in the front of the catalogue; but it was not until 1902, that the latter gave the academic data regarding them. Meanwhile, the space devoted to the departmental statements increased from $4\frac{1}{2}$ pages in 1869-70 to 23 pages in 1901-02.

THE DEPARTMENT OF HISTORY AND ALLIED SUBJECTS

The first college catalogue (1869-70), under the heading "Departments of Study", made the following preliminary statement: "These departments are not arranged in any assumed order of precedence or importance, but each as filling an equal and necessary place in the general plan. The object of our full course of study being to make symmetrically developed men and women of broad and liberal views, no one department is allowed to take undue prominence at the expense of another."

With this apologia, the catalogue proceeds to list as first of the departments History and Geography, and to state in regard to it: "This study, the importance of which has secured for it a place throughout the entire course, is pursued with special reference to a clear and correct understanding of the lessons of the past, as influencing the formation of individual and national character. It will be the effort of the teacher to show how, with varying success, the struggle of intellectual progress has been carried forward. No text book will be followed implicitly, but the students will be encouraged to reason and judge for themselves. In connection with the history of each nation, its geography will be taught, maps and other appliances being brought into requisition."

After this, the reason for the prominence of history and its allied subjects was taken for granted, until (in 1892) a new department of political economy and social science

introduced beside that of history and political science. It was then stated that the two departments were "designed to furnish information that is necessary for intelligent citizenship, to provide a valuable preliminary training for those who intend to engage in the law, in journalism, in business, or in the public service." When the two departments were united in 1894 this statement was repeated yearly until 1904, when a new department of politics and economics was established.

Since the college proper had in its first year only a freshman class, the history of Greece and Rome was provided for it; while that of the United States, England and the ancient world was prescribed for the three classes in the "preparatory department." In anticipation of the sophomore, junior and senior classes in the next three years, the following subjects were provided for them respectively: the Middle Ages, and France since the 15th Century; England, and the history of Civilization; the philosophy of history.

This plan was adopted during the presidency of Dr. Parrish, under the professorship of Anna Hallowell;¹ but with the ~~succession~~^{asc} of President Magill and Professor Maria L. Sanford in 1870, the history of the United States, England, Greece, and Rome was stressed in the college classes, while political and physical geography was emphasized in the preparatory classes.

During the nine years of Miss Sanford's professorship, this arrangement prevailed, except that the ancient history was prescribed only for freshmen in the classical and scientific courses, while modern Europe, the history of civilization (Guizot's book), and the constitutional history of the United States (De Tocqueville's book) were offered to the three upper classes. The text-books used by Professor Sanford included Goodrich's, Barnes' and Seavey's United States, the Constitution, De Tocqueville, Goodrich's and Anderson's England, Bloss's and Schmitz's Ancient, Smith's Greece, Liddell's Rome, the Student's Gibbon, Guizot's Civilization, Anderson's General History, Student's France, Hole and Wheeler's, Appleton's and Blake's biographical dictionaries. The report of the board in 1877, gives an account of the teaching of history² Professor Sanford as follows:

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- During her brief professorship, Miss Hallowell procured for the college "valuable collections of photographs of European views and illustrations of ancient and modern history" (Stockholders' Minutes, 1869, p. 13). In 1870, also, (p. 7) the board reported: "The influence of pictures is not to be overlooked in the training of young minds, and the late contributions of engravings, by Mr. George Truman and Henry M. Laing, representing groups of American inventors and of literary men and women, have attracted much attention."
- Stockholders' Minutes, 1877, p. 50.

"In the department of History, the course is, in general, the same as has been pursued for some years. With the younger students, drill in specific facts, and exercises calculated to give familiarity with names, places and dates important in history, occupy the principal part of the time; but as they advance in the course, more and more attention is given to analysis of character, to the causes of great movements, and the influence of events and of individuals upon the life of nations. It is the constant aim not to give undue prominence to political history; to regard battles and kings as important only so far as they have advanced or retarded the progress of a people in freedom, intelligence and morality, and especially to make the lessons of the past a powerful incentive to patriotism and virtue.

"That the study of History may be a means of culture and not a mere exercise of the memory, time is always devoted to the customs, religion, art and literature of a nation; fine passages of prose or poetry commemorating historic events, are frequently presented in class, and an effort is made to awaken an interest in the historic allusions and legends of works of art. Students in the advanced classes, and advanced students in all classes, are encouraged to read standard works of history, by selecting for them such portions as illustrate their class work, or as are calculated to arouse and fix their attention. Compositions upon historic subjects are required throughout the course, and an increasing interest is shown in this part of the work, leading the students, in many cases, to prepare quite elaborate and creditable theses upon the subjects assigned.

"The recent contribution, by a member of the Board, of a number of fine large photographs of ruins, temples, cathedrals, etc., has greatly increased the efficiency of this department. This gift will be remembered with gratitude by the students, not merely because it has kindled a deeper interest in the general subject, but because it has proved the means for specific and valuable information which many of them could hardly have otherwise obtained."

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On Miss Sanford's retirement, Dr. Joseph Thomas became professor of History as
1 - With an interval of one year (1879-80), during which three instructors in other departments carried on the work in history.

well as of English Literature; but the subjects of study remained practically the same, although Dr. Thomas added a course of twenty lectures on general history and biography. The following year (1881-82), Dr. Thomas restricted his teaching to English Literature, and William Penn Holcomb became assistant professor of history; but the history of England was left largely to Dr. Thomas, while Mr. Holcomb stressed that of Continental Europe and the constitutional history of the United States. Leighton's Rome, Hallam's Middle Ages, and Young's Government Class-Book were added to the previous ones.

Periods of history; and since was by him the eye - turn of "major" in the department

At the end of 1882-83, Mr. Holcomb went to Johns Hopkins University to take a three years' course leading to the degree of doctor of philosophy; and on his return to Waltham in 1886, he became professor of history and political science. Although the latter was defined as "political economy, finance and administration", the history and politics of the United States and England became thereafter the back-bone of the work in it, with "the constitutions of certain European countries since 1879" being added for comparative study.

P. 1882-83, all students in history were required to attend a course of lectures - besides those in the regular course - on the different

The new text-books in history introduced by Professor Holcomb included three primers of Greek and Roman history, and Creighton's and Wilkins's Rome; Myers's Mediaeval and Modern (with collateral reading in Bryce, Milman, Hatch, Gibbon, Motley, Fisher, Symonds, Gardner); Green's Short History of the English People, ^{and} Montgomery's Leading Facts of English History. *The first catalogue promised a study of "the interesting and important questions of Political Economy and the intricate problems of social science."*

When the new department of Political Economy and Social Science was instituted (in 1892) and merged with that of History and Political Science (in 1894), the text-books used in the various courses were no longer listed in the annual catalogues; but they continued to be used in large variety for experimental purposes and supplementary to the formal lectures and class discussions and written work. As far as practicable, they were selected because of their contemporaneous character, such as Herodotus and Thucydides in Greek history, Livy and Tacitus in Roman, etc.

- An instructor for two years and an assistant professor for one, took his work meanwhile.
 - Professor Holcomb also started, in 1886, a "Historical Seminary" on the model of the one at Johns Hopkins, which appears to have lasted only one year.

Although "political economy" is mentioned as having been taught in the early 1880's, the course was really one in political science, and treated such topics as Civil Service Reform. With the rise of the debate on Protection and Free Trade, outside (Protectionist) lectures discussed that subject, cf. infra, p. 182

The tendency of history-teaching in American colleges to include allied subjects, (especially in the last quarter of the 19th century) was a noteworthy feature in Swarthmore throughout its first generation. Beginning with the stress laid on geography in its first year, political science (chiefly in ^{the} guise of United States and English constitutional history and government) ~~and political economy~~ ^{was} introduced in 1872-73, ~~and~~ both of these continuing throughout all the subsequent years (with the exception of 1880-81). ^e ~~D~~ Tocqueville's Democracy in America and the United States Constitution appear to have been the first text-books in political science; these were followed by, "Young's Government Class Book, a treatise on the principles of Government and Law"; Johnston, Frothingham, Bancroft, Curtis, The Federalist, Von Holst, Schö^ller, and the American Statesmen series; Tighe's Roman Constitution; Stubbs, Hallam, May, Bagehot, and the English Citizen series. [Insert for 7¹]

~~In political economy, Mill and Carey held the floor until Walker displaced them (in 1866-67), although Mill, Thompson, Röscher, List, Marshall, and Laveleye held the balance as collateral reading.~~

Professor Holcomb introduced a course in international law, of which he said:

"During the latter part of the [senior] year the elements of international law are studied, and as far as our library will afford material, the history of cases of arbitration is taken up. Last year each student was required to prepare an essay on arbitration, and this will be repeated this year. The library has as yet no collection of works on international law, and it is to be hoped that means will soon be found to provide such an absolute necessity. The successful prosecution of the work last year was greatly retarded by the lack of reference books."

With the coming of William I. Hull (Ph. D., John Hopkins University) to the college in 1892-93, a new department of Political Economy and Social Science was established, and various problems in so-called social science were studied. Professor Hull stated 123.

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his conception of the work of this department as follows: "The guiding principal of work in this department is that 'man's present condition is a development of his past.' The first aim, then, is to understand as thoroughly as may be his condition in the most remote past upon which the torch of knowledge can cast a ray of light.

"Rough stone implements found in the dry beds of once mighty rivers, and drawings of extinct animals cut upon their own bones, and preserved beneath the floors of caves which sheltered earth's primeval artist-hunters, are the chief sources of information concerning the rude and savage condition of early man. With the gradual amelioration of this condition, sources of information increase in number and variety, and become more satisfactory in character.

"But with the picture of man's progress in civilization which such records of the past paint for us, goes a careful study of the causes of his progress. In order to understand man and society the student must appeal for information to physical geography, biology, psychology, ethics, comparative philology, religion and mythology, literature, anthropology, political science, and economics. Laborious though such a task may seem, it is absolutely necessary if one hopes to obtain an adequate knowledge of man and society today. But there can be no more inspiring study in the realm of knowledge, and labor spent upon it is amply repair.

"Political science, which is studied in connection with history, includes in outline, the constitutional history of the various countries mentioned above, and a more detailed study of Federal, State, and local governments in the United States.

"Economics includes a study of the fundamental facts and laws of industrial society; the evolution of industry in England and in the United States; a historical and critical examination of Socialism, Monetary Problems, Protection, and Taxation.

"Social science includes a study of the chief ^[social] evils of our day, and the various methods and plans proposed for the cure and prevention of such evils; Pauperism and

1 - ~~Ibid.~~ 1895, pp. 25-26; 1896, p. 25.

Holder's Minutes,

charities, Crime and Penology, Intemperance, Tenement Houses, Children of the Slums, Salvation Army, and College Settlements.

"The work of the course is carried on by means of text-books, lectures, reports by students, and visits to agencies of reform; to complete it, four years are required in History and two in Economics and Social Science.

"Such are the methods, scope, and aim of the work in this department, and it is believed that it will serve as a preliminary training for a teacher's, lawyer's, journalist's, business man's, or public official's career; and will prove a valuable factor in the development of educated men and patriotic citizens.

"Human history is reflected in the life and consciousness of the individual, but to read the reflected image aright, as well as to understand the individual himself, we must know the origin and growth of human society; we must descend the stream of History from its source. 'Know thyself,' is a command laid upon the present, but this command can be truly obeyed only by a study of the past. Thus history is more than a study of men dead and deeds forgotten; it is a study of past epochs in themselves, and also as the effect of what preceded them, and the cause of what followed.

"History should be more than a record of the past and a mirror of the present; it could serve also as a warning and an inspiration over the gateway of the future. There is not one of the problems springing up in the path of civilization today and demanding solution upon which we can not take counsel from men's struggles in the past. There is not one of the clouds which seem to lower so ominously upon the threshold of the twentieth century which can not be pierced by the rays of human experience.

"Such are the breadth, the depth, and the height of the ideals which our department of History and Politics, Economics and Social Science has set before itself. To realize them wholly is, perhaps, impossible; but to make an earnest endeavor to do so, is to win for the student delight and profit, and to prepare him to benefit the more his country and his race."

President De Garmo, speaking of ^{the} ~~this~~ addition, ^{of a course offered in 1892,} said: "The educated public is tactically a unit in the opinion [Sep. 10.]

- Ibid., 1892, pp. 15 - 16.

that the college should furnish a liberal education; in this demand there has been but little change. But when we ask what constitutes a liberal education, we find that the advanced thought of the present differs materially from the current ideas of forty years ago.

"The position of the modern college is that it is more liberalizing and far more useful to pursue thought, or content-studies along with classics and mathematics, than it is to spend all the time on these more formal aspects of instruction. The college now holds that liberality of education consists not so much in possessing a traditional store of ideas, as in having understanding and sympathetic interest for what most concerns the welfare of man; and that he is ^{liberally} educated whose interest and understanding are measured alone by what pertains to his calling.

"This radical departure of the modern college from the old ideals explains the changes that Swarthmore is now making, and points out the line of progress for the future.

"Heretofore the college has had but one professor to care for the departments of knowledge known as History, Political Science, Political Economy, and Social Science. The stress being, under the circumstances, properly laid upon history, the other branches were either not represented at all, or received a very inadequate treatment. At the beginning of the present year, however, the department was divided, and the economical and social sciences placed in charge of Associate Professor William I. Hull. ~~The result is that we are now able to offer an undergraduate course in Political Economy and Social Science that will compare favorably with that of any other college in the country, while History has been strengthened and Political Science made possible.~~ The especial advantage of economic and social sciences as knowledge is, that they deal with the most useful data of a large part of our daily life. They reveal the facts, tendencies, and laws that underlie a large part of the social, business, and commercial activity of the people. They furnish the best possible preparation for mastership in business, as compared with the clerkship, for which commercial schools prepare. They are essential to the politician, for to a large extent politics now turn on economics; they are necessary to the lawyer, since to reach the highest

success he must now have a practical knowledge of business. Legal success now turns not so much on ability to address a jury, as upon clear insight into the relations that the given facts bear to the present legal, social, and economic forces. In the same way, the study of history and political institutions is equally beneficial.

"As educational instruments for the training of mind, these subjects, as now taught, offer the specific advantage of training students to think according to the methods they will most need to use when they enter practical life. The tendency of the old mathematical training was to make the student attempt to solve intricate problems in economics, politics, morals, or sociology, with a few axiomatic general principles for premises. This method is valid in mathematics, where all factors entering into a problem can be precisely determined, but it has less value in determining, for instance, whether free trade or protection, double or single standard of coinage, centralization or decentralization, will best promote the welfare of the country. The conditions of such problems are so intricate and numerous that the mathematical method of treatment is wholly inadequate. Under the influence of the mathematical training, Spinoza wrote his whole system of philosophy in geometrical form, with axion, theorem, demonstration, and corollary. It is the bane of much of our present reasoning in morals, religion, politics, and economics, that it has the inevitable dogmatism arising from applying mathematical methods of thought to realms in which the data can not be precisely determined, and where such things as human feelings are often determining forces. But this group of subjects as now taught furnishes an invaluable mental training of precisely the kind needed when the student passes from the college to the practical world. Instead of proceeding deductively from general principles to facts, the economist now takes the facts as he finds them, studies their significance, and finally draws his conclusions after weighing them in all their relations. This is precisely what the practical man of affairs must also do."

In later years, separate departments of Political Economy (1904) and Political Science (1912) were established; but in the preceding period, the college responded to the demand that higher institutions of learning should provide definite training in studies

directly connected with good citizenship. Pennsylvania's industrial conservatism was made to face up to economic liberalism, in 1873-74, by the use as a text-book of John Stuart Mill's "Principles of Political Economy"; but in the following years, this was counterbalanced by lectures on the writings of Philadelphia's high protectionist, Henry C. Carey. The board, sensing the need of books on the various aspects of economics, stated in its report of 1883; "For the fullest success of this department, it is necessary that there should be a large addition of economic literature to the College Library."

↑ One of Pennsylvania's leading captains of industry, Joseph Wharton, who founded the Wharton School in the University of Pennsylvania, endowed the chair of History and Political Science at Swartmore in 1888-89; but the heads of that department continued to hold the balance even. This was illustrated by the fact that during the Free Silver Campaigns of 1896 and 1900, the text-book used in economics was the one written by Francis A. Walker, who was an ardent advocate of international bimetallism. ¶ In addition to the study of protection and free trade and money and banking, the course in economics after 1892 included the subjects of taxation, monopolies and trusts, labor organizations, coöperation, and socialism.

The course in "social science" took up a class-room study of such topics as crime and punishment, the insane, pauperism and charity, tenement houses, intemperance, the negro problem, and social settlements. This study was supplemented by visits to the numerous institutions which cope with these problems in Philadelphia and its vicinity.

[insert p. 12²]
As early as 1869, the ^{study of the} Law of Nations was promised for the future senior class; but it was not until 1888-90, when the development of international relations had so impressed Professor Holcomb in his studies at Johns Hopkins, that he offered a course in international law, "with especial attention to the important subjects of Peace and Arbitration." ~~In 1891-92, he gave twelve lectures on this subject (in connection with a study of the United States Department of State), and a semester's course on it in his last~~

1 - Cf. infra, p.

Professor Holcomb gave twelve lectures on international law, in 1891-92, and a semester's course in the subject, in 1892-93.

- 13 -

~~year at Swarthmore in 1893-94.~~ The board expressed its appreciation of this addition to the courses in history as follows: "It affords us pleasure to commend the effort made to uphold our testimony against war." ¹ ~~1~~ The "Depression" of 1893 ⁻⁹⁷ necessitated the reunion ^(in 1894) of the two departments, History and Political Science and Political Economy and Social Science, and it was not until 1908 that Professor Hull, inspired by the meeting of the two Hague Conferences, was able to reintroduce the study. For ~~thirty~~ ^{twenty-five} years thereafter, he continued to teach courses in international law and international relations.

One more pioneer course grew out of the teaching of history; this was in 1890-91, when Professor Holcomb associated with his course on English Puritanism a history of the rise and early organization of the Society of Friends. This was continued only one year; but thirty-four years later a research professorship in Quaker History was established.

Thus, within its first generation, Swarthmore admitted as subjects allied with history the four branches of politics, economics, social science, and international relations, which have become so prominent in our present-day life, and the history of Quakerism, which is of peculiar interest to a Quaker college.

PHILOSOPHY, ETHICS, PSYCHOLOGY, LOGIC

President Parrish was also Professor of Ethics, and of Chemistry and Natural Science, in 1869-71; and in the first catalogue ^{he} made the following statement under the heading Moral and Political Philosophy: "The scientific study of these branches is reserved till the last years of the course, when the student will bring a mind developed by previous pursuits and trained to habits of accurate thinking, to the investigation of the laws of the mind itself, to the principles of International Law, the interesting and important questions of Political Economy, and the intricate problems of Social Science."

Since the freshman class was the only college class in 1869-70, the subject of Ethics alone ("Dymond's "Essays and Lectures") was prescribed for it; but for a subsequent

1 - Ibid, 1839, p. 17.

junior class, Mental and Moral Philosophy was prescribed, and for the seniors Ethics, Political Economy, the Law of Nations, and the Constitution of the United States.

President Parrish retired in the middle of 1870-71 and did not, therefore, meet with juniors and seniors; no courses in this department were given in 1871-72; but when Edward Magill became President (and Professor of Mental and Moral Philosophy in 1872-76), these subjects (^{with} Wayland and Hamilton's psychology and Wayland's ethics ^{see text-books}) were prescribed for the senior class.

In 1876-78, President Magill dropped the title of Professor of Mental and Moral Philosophy, and no courses in those subjects were offered; but in 1878-80, although he was Professor of Latin, he lectured on them to the seniors. Professor Paulin became Professor of Mental and Moral Philosophy (as well as of French) in 1880-87, and stated that "the subject of mental and moral philosophy is presented historically, with outlines of the different schools of Philosophy. The library contains a number of works upon this subject to which students are constantly referred. Since Professor Paulin could give only about ¹ thirty lectures each year on "Mental Philosophy", the board modestly reported: "While we do not presume, in so short a course to fathom the depths of a science to which some of the loftiest minds have devoted their best energies, we claim that it is sufficient to prepare those who may afterwards desire to pursue farther the study of human nature, and of the intellectual development of mankind." [Insert p. 14¹.]

Professor Paulin became Professor of French, Spanish and Philosophy, in 1885-86, and his department was linked up with Teaching (a "Lecturer on Pedagogics" being appointed), after which chief stress was laid on Psychology. The subject of Logic (Jevon's ^d text-book) was added in 1886-87, and Moral Philosophy (Janet's text-book, with "lectures, discussions, essays, examinations") in 1887-88. Of the latter, it was stated: "A system of morals is

1 - Ibid., 1883, p. 22.

taught, practical rather than theoretical, setting forth man's duties and the application thereto of the moral law."

Professor Paulin retired in 1888, and he was succeeded by Benjamin Smith as "Professor of Rhetoric, Logic, Mental and Moral Philosophy." ^{Professor Smith} ~~the latter~~ carried on the work as before in logic, ethics, and "mental philosophy", a new text-book (Porter's Elements of Intellectual Science) being used in psychology, and Hill's edition of Jevons in logic. Of Porter's book, Professor Smith said: "It is an exhaustive treatise upon the powers of the human soul as largely accepted at the present day. And while it requires, at times, upon the part of students, deep and searching thought, it certainly leads the pupil to a more comprehensive idea of his mental powers."

Illustrative of one impression the study of logic made on this generation of students, is the following examination question (one of many) set by them in that subject:

"Show the fallacy of the following, intended to prove the decemcaudality of a

feline:

'No cat has nine tails;

'One cat has one more tail than no cat;

'Hence one cat must have ten tails.'"

Professor Smith retired in 1892, and President De Garmo became Professor of Philosophy, teaching under this heading Psychology [the term now first being used] and the History of Philosophy. Logic was now taught ^(until 1894) by the Associate Professor of Political Economy and Social Science, ~~(until 1894)~~ and Dr. De Garmo ^{directed} ~~conducted~~ a course in Pedagogics. In Psychology, Dewey's text-book was used, and the ^{course was summarized as follows:} ~~following summary of the course is stated:~~

"Special attention paid to the processes of knowledge, together with their application to modern problems of education. The spiritual nature of the mind clearly exhibited. Extended study of the nature of knowledge, feeling, and volition from the standpoint of modern physiological psychology; also of the psychological basis of moral character."

Lindner's Empirical Psychology and James's Psychology were substituted for Dewey,

in subsequent years; and William T. Harris's Introduction to Philosophy was used in a course on "Rational Psychology", which exhibited "the self-active, spiritual nature of mind, also the essentials of logic." Essays based upon a study of the nervous system were required, together with extensive reading in the standard literature on the topics selected.

In Dr. De Garmo's last year (1897-98), he introduced "a course in experimental psychology, investigating the sensation as an element of perception, the after-effects of stimuli through their action upon sense organs and nervous system, the problem of association and that of apperception. Among the topics treated the following are prominent: the sensation to the physical objects or stimuli of the environment; relation of the sensations to the sense organs and other structures of the body; fatigue, after-image, successive contrast, psychical association as factors of sensations to form the perception of a single object extended in space; apperceptive complication in perception; the relation of sensation to past experience, to idea groups, and the perceiving self. Professor Witmer's manual, 'Experimental Course on Perception', is followed."

In his course on the history of ancient and modern philosophy, Dr. De Garmo used Schwegler's History, "from Thales to Leibnitz inclusive, with especial reference to Socrates, Plato and Aristotle, and from Descartes to the present, with a study of the text of Locke's Essay Concerning Human Understanding." The "ethical bearings of each prominent system" ^{was} dwelt upon. [Insert p. 16¹]

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Reporting on his work in 1895, Dr. De Garmo wrote: "Perhaps in no other field of research has there been more progressive activity during the past decade than in that of physiological and experimental psychology. The relations between the body and the mind have been most diligently studied, and what is practically a new literature upon the subject produced. It is the effort in the first part of the Senior year to make our students acquainted with the methods and results of the scientific study of the activities of the mind. The able work of Prof. William James, of Harvard, is used as a text-book. This is

1 - Ibid, 1895, pp. 20 - 21.

supplemented by monthly essays founded upon an extensive examination of the works of investigators. An illustration of the scope of the essays is found in that upon the 'Structure and Functions of the Brain.' The students first make a careful study of four large casts of the brain, verifying all results in Gray's Anatomy. They then consult at length at least three out of a dozen or more standard works upon the topics involved. When reading and investigation have been completed the essays are written, all authorities used being carefully cited. The essays range from two thousand to six thousand words each.

"During the second semester the class begins the systematic study of the history of Philosophy. Last year Dr. William T. Harris's 'Introduction to Philosophy' and the works of Immanuel Kant as presented in 'Watson's Selections' from the chief critiques were the books used. This study more than any other enables the student to get a clear view of the whole field of his college training, since it deals largely with the relations that exist among the various studies. It is on this account that German universities always insist that the history of Philosophy shall be a part of every course of study leading to a degree. Besides this unifying of knowledge, philosophy brings the student face to face with the laws of good conduct, or ethics, and in this way tends to give him clear, sane views of life as it must exist in civilized countries."

Windelband's "recently-translated volume on the history of philosophy was introduced in 1896; and Dr. De Garmo stated, the same year, that besides the regular course in ethics for the senior class, "a lesson on the history of ethics, with practical applications, is given each Fourth-day [Wednesday] morning to all the young men of the college."

Experimental psychology was stressed in Dr. De Garmo's report of 1897, as follows: ²

"A sum of money has been raised for the purchase of apparatus, most of which has already been received."

The purpose of experiment in psychology is not the displacement of former methods, but rather their enrichment by giving the pupil a more extended and a more vivid realization of what goes on in his mind.

1 - Ibid, 1896, p. 20.

2 - Ibid, 1897, pp. 24 - 25.

"Following the manual prepared by Prof. Witmer of the University of Pennsylvania, the student is made to realize more fully than he can by reading alone, what the sensation means as an element of perception. Thus, for example, each student goes through an extended series of experiments in color sensations. These are brought about by combinations of the spectral colors among themselves, and as combined with white and black. Similar experiments are made for sound, taste, and smell; also for organic or somatic sensations, such as those felt in breathing, in moving the muscles, sensations of dizziness, of heat and cold, of the relation of touch and pressure and pain, of heat and pain sensations, and the like. His continuous self-examination to discover exactly what the intensity, and feeling tone of the sensation are, helps the pupil to form more careful and more valuable habits of introspection.

"Besides the analytic problem of determining the sensation as an element of perception, other experiments are made to detect the after effects of stimuli in their action upon the sense organs and nervous system. In a similar manner some twenty-five or thirty experiments are made to determine as exactly as possible the phenomena of association. For recitation the student is given a word or words with which to associate as many things as possible, the teacher taking note of the time employed and the richness and the variety of the association.

"Experiments are made in locating sounds, in the projection and the localization of shadows, in the accommodation of the eyes, in near and far limit of accommodation, the binocular field of vision, single and double images, the combination of images, and other similar problems in the theory of vision.

"Finally, a few experiments are made in relating present to past experience, or to the investigation of how we really apprehend."

When President Birdsall succeeded President De Garmo, in 1898, he became Professor of Pedagogy, while psychology was taught by Dr. Trotter, Professor of Biology and Geology, and the history of philosophy by Dr. Hull, Professor of History and Political Economy.

Dr. Trotter stated that his course was "devoted to a consideration of the structure and functions of the brain, the organs of special sense, and the conditions of states of consciousness. It is intended," he said, "to give a broad view of the facts, and the modern methods pursued in psychological research." James's "Briefer Course in Psychology" was used as a text-book, and this was supplemented by models and dissections. Dr. Hull stated that his course in philosophy was "a historical study of the development of human thought, using Herbart's text-book as a basis. Each important system," he said, "is studied at least in outline, and especial attention is given to the ethical bearings of the more prominent." ↗

(In 1900-02, Dr. Jesse H. Holmes took over the work in psychology and philosophy (using James and Weber as texts), and Dr. Trotter continued to give introductory lectures on brain physiology. [Insert pp. 19¹])

Dr. Holmes, as the first Professor of Biblical Literature, ~~also~~ introduced (in 1900-01) three courses in the Old and New Testaments, which he stated to be "entirely Unitarian, being based on the results obtained by conservative Christian scholars. It is the intention," he continued, "to give such a general knowledge of the Hebrew Scriptures from the religious, historical, and literary points of view as should be possessed by all intelligent persons in view of the important place those writings have filled in the history of our civilization. - - - Special attention will be paid to the development of ethical ideas in the Old Testament and to the culmination of that development in the New Testament."

[Insert p. 19¹]

PEDAGOGICS (Teacher Training, Teaching, Pedagogy)

The training of teachers for Friends' preparatory schools had been one of the prime purposes in founding the college, and the first catalogue stated that "those students qualifying themselves for the profession of teaching will be allowed special facilities in all the branches of common school education, and every effort will be made, compatible with a course of liberal culture, to give to such that kind of training which will qualify them for their future pursuits."

By 1874, it was announced that four of the six graduates in the first year (1873) were teaching successfully in the preparatory school, and four of the seven graduates in 1874 were teaching in Friends' schools. This was regarded as an encouragement to introduce definite training for teaching, and in 1878, the board made the following report to the stockholders: "It is well known to the stockholders that one prominent object of the founders of Swarthmore College was to furnish a corps of thoroughly educated teachers among Friends; to open to persons who are preparing for this important work the advantages of that broad and liberal culture which they would otherwise find it difficult to obtain; and to give them a thorough scholastic training, under the high moral and social influences which are so necessary in the education of those who are to form the minds and characters of our children. A true estimate of the urgent need of such teachers, and a clear conception of the results in moral and intellectual progress which must follow, when, from the Primary School, where the foundation is laid, through all the grades, even to the highest, we could have teachers thus equipped for their work, did much to give birth to this institution.

"In conformity with this idea, the Managers have now organized, in addition to the other departments of the School and College, a Normal Department for the special training of those preparing to teach. As many of those who desire to avail themselves of these advantages are persons of limited means, and as the College cannot fail to be greatly benefited by bringing into it a class of students whose earnestness and devotion to their work will exercise a powerful influence for good upon their fellow students, the Endowment Committee has admitted a number at the rate of \$150. a year. The Managers believe that the College will be the gainer in every sense by continuing to pursue this liberal policy. That we may be able to extend this privilege to a larger number of teachers, we earnestly hope that we shall soon have a large accession to our Endowment Fund. In no other way can Friends do more at this time to advance the cause of solid, practical education.

- Minutes, 1878, pp. 48 - 50. A separate instructor in teaching appears not to have been appointed until 1879.

"In the Normal course, lectures will be given on the Theory and Practice of teaching, and students will be furnished an opportunity to obtain practical experience in their work under the immediate and constant direction of competent and experienced Professors. For this purpose the classes of the Preparatory School will be used as Practice Classes. In these the instruction given is so constantly under the direction of skilled Professors that while the young teachers are acquiring valuable experience the children are more thoroughly trained and taught.

"The rooms devoted to the use of the Practice Classes have been refurnished and carpeted, that the quiet and order may be readily secured which is so essential to the success of teachers in their earlier experience. As thoroughness is aimed at, and large experience in the actual work of teaching is to be given, the number admitted to the Normal class will be limited to forty. It is proposed to give the following Diploma and Certificates:

"The Normal Diploma is given only to students who are graduates of Swarthmore College, and who have had three years' instruction and practice in the Normal department or the full equivalent elsewhere. The last year of the course, at least, must have been taken at Swarthmore. Students receiving the Diploma must also have shown an especial aptness to teach and power to govern.

"The First Certificate is given to students who have completed, creditably, at least one year's study in either the Sophomore, Junior or Senior class, and have had two years' training in a Normal course, the last of which must have been at Swarthmore; and whose aptness to teach and power to govern have been clearly shown by experience in the class-room. This certificate will also state the student's standing in his or her class, and in the various studies pursued, including proficiency in Teaching.

"The Second Certificate is given to deserving students who have had not less than one year's experience in Normal work at Swarthmore; and such certificate will state the class to which the student belonged, and his or her standing in the class and in the various studies pursued, including proficiency in Teaching.

"Those holding our first certificate will be sent out well prepared, both as to the knowledge of the methods of teaching and of the subjects to be taught, to take charge of Schools of any grade, from the Primary to the High School or Academy. Those who obtain our Normal Diploma will be qualified to teach in any of our Colleges, and will have had experience in teaching from the lowest class in the Preparatory School to the Sophomore class in the College; for all Teachers, beginning with the Practice classes C and D, are regularly advanced in their grade of teaching, until they reach the end of their course. It is believed that the habits of research thereby acquired, and the greater thoroughness of preparation essential for teaching than is usual when studying merely for recitation, will much more than compensate for the time required by the Teachers' course, and that those who graduate with one of our Degrees, having taken, in addition, the Normal work, will be better scholars in all of the studies pursued."

As an immediate result of this announcement (together with a reduction in the charges for board and ^{tuition}), there was an increase in the number of students from 211 to 262; but only 8 more arrived for the college, while 43 more came for the preparatory school. This result was not wholly unexpected, but it was discouraging; for, as President Magill ¹ stated: "This combination of Normal School and College work was entered upon with some misgivings as to the result. The attempt to make Practice Classes of our Preparatory students caused dissatisfaction, as their instruction was placed under the care of inexperienced teachers, and the apparent necessity of introducing younger students for these classes discouraged those who looked forward to making Swarthmore a College of equal standing with the best colleges in the country. After a few years' trial the experiment was abandoned as unsatisfactory with the material at our command. The later introduction of the study of Pedagogics, as part of the College course in the upper classes, has accomplished the end intended in the introduction of the Normal Department, without the objections that were earlier urged against it."

1 - The Halcyon, 1899, p. 13.

President Magill was himself the leading advocate of dropping the preparatory school and making the college a first-rate one. The board continued its normal school experiment, however, and reported in 1879:¹ "The course in the Theory and Practice of Teaching is now under the care of Amelia P. Butler, and experienced Instructor and a graduate of the Oswego Training School. Under her direction, a class of teachers is receiving the most careful and thorough training to fit them for the important work in which they are soon to engage, constant practice in teaching, under her immediate supervision, being combined with theory throughout the course." The board did make one concession to the objectors this year by providing that only the two lowest classes (C and D) in the preparatory school should be used as practice classes; but it defended this on the ground that "these having the constant oversight of the head of the department, the instruction which they receive is improved rather than otherwise by the establishment of this course."

Class D of the preparatory school was dropped in 1880-81; and although the total number of students was increased, only 26 were left for the practice class. But a "Course in Teaching" was ^{still} made elective in each year and opened to all students. The catalogue for this year stated that the course "offers the superior inducement of practice as well as lectures, whereby the pupil teacher can immediately test the knowledge gained, and by entering into the practical work of teaching, under the direction of the teacher in charge, can also gain somewhat of the experience and self-confidence so necessary to after success. . . . As a young teacher who has received a practical training under the direction of a teacher of experience has decidedly the advantage over one who has not, it is to be hoped that all of our students who intend to be teachers will avail themselves of the opportunity here offered."

As a further inducement to electing this work, certificates were offered as follows: "The full course occupies three years, for which a diploma is given; but those taking only one or two years are entitled to a certificate showing the amount of work done in this department, as well as their progress in their college studies."

1 - Stockholders' Minutes, 1879, p. 13.

A full professorship ^{in the} ~~of~~ Theory and Practice of Teaching was established in 1880-81, George L. Maris, A. M., being appointed to it; and the catalogue stated that "the Teachers' Diploma" would be "given at graduation to those Bachelors of Arts, of Science or of Literature who shall have elected as a part of their College course, an amount of work in this department equivalent to six periods a week for two years."

¹
Of Professor Maris's appointment, the board said: ² "Our facilities for educating Teachers have been increased during the year by the appointment of George L. Maris, late Principal of the West Chester Normal School, as Professor of "Theory and Practice of Teaching," who will exercise a general supervision over this department. While the students in this course, in most of their studies, recite with the regular college classes, especial attention is given to the common branches, so that they are prepared to teach in the common as well as in the graded schools. For those who cannot take a full college course a Special Course is provided, enabling them to teach before completing the full curriculum of the college, thus giving an opportunity for such to help themselves to a good education. As we believe that the best results, even in teaching schools of the lowest grade, are secured by the training that a full and complete course of study gives, our Diploma in this department is conferred only upon those who have completed the college course, while certificates indicating the degree of proficiency attained, are conferred for a shorter course."

1 - Amelia P. Butler became for this year "instructor in English branches" in the preparatory school, as well as "instructor in theory and practice of teaching" in the college.

2 - Stakeholders' Minutes, 1881, pp. 16 - 17.

Professor Maris resigned in 1882, to become principal of the Friends Central School in Philadelphia; but the board reported in December of that year that "the duties of the department of teaching, which is in a flourishing condition, continue to be acceptably performed by Amelia P. Butler."¹ More definite requirements for the certificate were fixed at this time, however, as follows: Lectures on principles of teaching and school government were followed by lectures on methods of teaching history, geography and reading ("Fitch's Lectures on Teaching, delivered at Cambridge University, England, are read by the class"), and on language and mathematics. Practice in teaching "classes of small children" was also provided - in the preparatory school - four times a week; and in the last two classes of the preparatory school, students who intended to teach "the following year" were permitted to substitute for a part of the regular work of those classes "a thorough review of arithmetic and the other elementary branches usually included in the examination of teachers for the public schools."² [insert p. 25¹]

From this last provision, it is evident that in those years when graduation from college was not a prerequisite for teachers in the public school, the preparatory school in Swarthmore College, or at least its two highest classes, was considered an equivalent to the normal school course for teachers which was gradually becoming a necessary qualification. The board, mindful of the need of practice, reported in 1884: "In order to make the department a success, it is very desirable that there should be a good Model School under the care of a live teacher. This can be secured by opening a day school for this purpose, on or near the premises, and this we hope to have done at an early day."³

Amelia P. Butler was promoted, in 1884-85, from Instructor to Lecturer and gave "lectures" on "education as a science"; but only a dozen or so students took the teachers course, and in 1885, she retired. Teaching then became a part of the department of Phil-

1 - Stockholders' Minutes, 1882, p. 62.

2 - The requirement that these candidates for teaching should be over eighteen years of age was adopted in 1884-85. The proviso that Teaching might be substituted for

3 - *Ibid.*, 1884, p. 19. *German and French in the freshman and sophomore years of the literary course, and for Science in the freshman year of the Scientific course, was disapproved by the students (cf. Phoenix, III: 20).*

osophy under Professor Paulin, ^{who gave} a course of lectures on the "Science of Teaching" ~~was~~
~~given~~ "twice a week during a part of the year, with outside reading." Class C, which
had been used as a practice class, was now dropped, and it was stated that "practice
is obtained in connection with the theory, by using the class of teachers who are studying
the art [i.e., who were taking Professor Paulin's lectures on the science of teaching] ^{as}
~~to~~ a practice class." The board, reporting on this change, said that it obviated "the
necessity of bringing to the College a school of small children."¹

The teacher's diploma was to be conferred on graduates who had completed three
annual courses in education; but nothing further is said of this certificate thereafter.

To promote the training of teachers in the college, the board and president reported the
following experiment:² "That the grade of our schools may be rapidly ad~~van~~^{anced}, we deem
it of great importance that in all of them, of every grade, only College graduates be
employed as teachers. The President has prepared another lecture upon this important
branch of the subject, which he gave recently to the Friends in Baltimore, and which he
proposes to give elsewhere, as way opens, during the present year. We bespeak from the
friends of the College their earnest sympathy, and their active co^operation with him in
this very important part of his work."

In 1885-86,³ "a brief course of lectures on Pedagogics was delivered by an instructor
from John Hopkins University; but for the present year³ ^[1886-87], a full course of two lectures a
week throughout the year has been arranged, and is in satisfactory progress, under the care
of William P. Holcomb, our Professor of History. The number of the graduates of the
College who are at present engaged as teachers is thirty-five, and of these the number
teaching in Friends' schools is twenty-four."

In 1886-87, William Penn Holcomb was appointed Professor of History and Political
Science and Lecturer on Pedagogics. He introduced a two-years' course in the latter subject

1 - Ibid, 1885, p. 14.

2 - Ibid, 1886, p. 15.

3 - William A. Blair, on "The Science and Art of Teaching."

comprising one year devoted to "the history of educational theories and systems", with Compayré's History of Pedagogy as a text-book, and one year devoted to the study of "special educational topics concerning our own country, such as the origin, growth and needs of the public schools, private and normal schools, school laws, the history of collegiate education, State aid to education, education of defectives, our educational reformers and their writings, the qualifications of a teacher, and the literature of education." Together with this study, weekly exercises were "given in the practical work of the teacher, the class of young teachers themselves being used as a practice class"; and "the attention of those designing to teach" was "constantly directed to the methods of work practised by their various instructors."

Dr. Holcomb was given, in 1888, an assistant in pedagogics (Elizabeth E. Hart, a graduate of Swarthmore, 1882, and an experienced teacher), who taught methods of teaching, her plan being "to have the students intending to be teachers, to form a class. They take turns in teaching the lesson of the day, the other members being the pupils. The criticisms of the teacher of methods follow the instruction given by the pupil." ¹

In 1890, an invitation came to Swarthmore students in pedagogics to attend a "training school for teachers" established by the Educational Committee of Philadelphia Yearly Meeting. ² *This was chiefly a course of lectures on Pedagogics delivered at the Friends Central School in Philadelphia by visiting professors, beginning with* *White, of* *unat.* ³ In 1891, Dr. De Garmo took over the work in Pedagogics and Philosophy, and issued the following statement in regard to the former: "This department is in the hands of the President. Instruction in this branch of education consists, first, of a fundamental study of the principles of instruction by text-book, lectures, and practical exercises prepared by the student. A second department of work embraces a thorough-going study of each of the elementary branches in its pedagogical aspects, such as its

Stockholders Minutes,

1 - ~~Ibid.~~ 1888, p. 27

2 - Ibid., 1890, p. 14.

3 - Phoenix, vol. IX, pp. ~~115~~ 92, 115, 138, X:18, 218.

rapidity of development in the course of study, its history as a branch of education, both as regards its introduction and growth in importance, and the various stages of method through which it has passed. A third phase of the work is the study of the government and management of schools, and a fourth the study of the history of education."

In 1894-95, Dr. De Garmo recognized the growing importance of child psychology in teaching and revised his former statement as follows: "The work in this department [Pedagogics] consists of a fundamental study, first, of the growing mind of the child, its natural capacities, tendencies, interests, and methods of growth; then of the choice and co-ordination of studies, together with the best methods of teaching them; and, finally, of the methods whereby the character of the child may best be developed through school discipline and instruction. The works of Herbart and his successors are ^o ₁ thoroughly ^t ₁ studied."

Reporting on his work in pedagogy, in 1896, Dr. De Garmo stated: "The matter of the greatest practical interest in this department now centers in the preparation of teachers. Last year a class in historical and theoretical pedagogy, reciting two periods per week, was taught throughout the year. In addition to this, a seminary for special educational study was held regularly one evening each week.² For the present year the amount of time given to class work in pedagogy has been doubled.

"Since the foundation of the college, the training of teachers for our Friends' schools has been a frequent topic for discussion in these reports. That the college has not been more prominent in this direction is due to several causes, some of which may be mentioned as follows:

"I. Inadequate ideals of what constitute a good preparation for teaching.

"Up to within a few years the college and university ideal for the education of teachers was the elementary instruction and training given in normal schools. The result was that students of mature scholarship, having well-trained powers of mind, were set to

Stockholders' Minutes,
1 - ~~Ibid~~, 1896, pp. 20 - 22.

2 - [Insert ^{note on p.} ~~28~~ / 28']

work upon educational platitudes, which to be understood needed only to be mentioned. A well-deserved contempt for such a study soon arose, so that students who valued their time would have nothing to do with it.

"It is evident, on the other hand, that this inadequate conception in the college was borrowed from the community, which still imagines that a good preparation for teaching can be found only in normal schools, where chiefly elementary knowledge is imparted, and where much time is given to methods of teaching.

2. The Cost of a College Education.

"With the foregoing ideals, both in and out of college, it is most natural that the high-school graduate wishing to teach, and finding only a brief preparation for teaching of normal school grade in the college, should regard the advantage of scholarship more as a luxury than as a necessity for successful teaching, and should go to a normal school, where neither much time nor much money need be expended.

"At present, however, the colleges and universities have corrected their error in judgment. A new set of ideals concerning college instruction in the principles of education has displaced the old. The subject of preparation for teaching is treated in the same broad, comprehensive spirit that we find in history, economics, languages, mathematics, and science. The best minds no longer shun the educational courses, but crowd into them with the enthusiasm manifested for other subjects. The community, too, is beginning to perceive that accurate, comprehensive knowledge is the very life-blood of the true teacher.

"A more scientific comprehension of the aims and means of education is needed as a source of perennial freshness in educational methods. He who knows his subjects fundamentally, who is acquainted with the nature of the child, and who has grasped the laws that must govern all rational methods, is himself the very fountain-head of inspiration to the children under his charge. He can invent devices as fast as they can be used, and being himself alive, he can stimulate life in others.

"The modern college, with its liberal education, a part of which is the science

One device for aiding the art of teaching was the plethysmograph, an instrument recording variations in size of parts of the body, especially as caused by the circulation of the blood. One of these Dr. De Gubins ordered in 1897, to be used in experimental work in pedagogy.

of teaching, is the best place in the world to train a teacher. The only obstacle is the cost in time and money. Young people can afford the one if they can obtain the other.

"One of the most useful things the Society of Friends could do in this connection, would be to provide a system of aids, whereby those wishing to become teachers may be able to complete a college course, a liberal part of which in the Junior and Senior years should be the scientific study of education. "

When William W. Birdsall became president in 1898, he was appointed also Professor of Pedagogy, and offered a course in it in 1899-00 and 1901-02. His statement was as follows: "The work consists of a careful study of the history of educational progress from the time of Comenius; lectures on the history of education in America and on the present school systems; a study of method as it is presented in the works of De Garmo and Mc Murry, and as it is to be observed in contemporary schools; and of the Psychological Foundations of Education as it is presented in the work of William T. Harris; a special study is made of the doctrines of Froebel and Herbart. The course in Psychology [by Dr. Trotter] is closely related to that in Pedagogy, and may be regarded as constituting a part of it."

With the coming of Joseph Swain as president in 1902, the department of pedagogy was discontinued until 1912, when a professorship of education was established; but meanwhile, from 1906 to 1912, non-resident lecturers gave several courses in the subject.

ENGLISH LANGUAGE AND LITERATURE

This was the second department of study listed in the first catalogue, ^{and it has} ~~as follows~~ ^{maintained its fundamental importance in every subsequent curriculum. The reason for its prom-} ~~followed~~: "The literature of our own language is taught as a means of intellectual culture and refinement, and for imparting to the student a store of elevating thoughts and expressions culled from the works of gifted minds. The memory thus enriched gives to domestic life a fund of literary wealth with which to adorn and refresh its every-day intercourse, and the taste and imagination so educate^d will discriminate justly between that which is worthless and pernicious in literature, and that which is wholesome and improving."

anner is stated in the first catalogue as follows

Numerous and varied attempts to state the value of the study were made in subsequent catalogues; but the only significant change or addition to this first attempt was in associating life with literature in the art of discriminating between the worthy and the unworthy .

English literature, composition, rhetoric and elocution were the subjects included within this department throughout the entire period. The courses in literature reached from the Anglo-Saxon period down to the middle of the 19th. century; and a study of Anglo-Saxon was introduced by Professor Appleton in 1876-77, and has continued to the present time. Of the study of Anglo-Saxon, Dr. Appleton said: "It is felt that in a course like ours, which aims at completeness, this earliest form of English should not be entirely neglected. While the Anglo-Saxon does not throw such light as does the Latin upon our higher literary vocabulary, it still calls attention to many beautiful and vigorous elements of our speech, and explains many peculiar locutions and grammatical forms of modern English."

The critical and comparative method of studying the literature prevailed from the beginning under Professors Hallowell and Sanford, and was accentuated by Professor Joseph Thomas, who headed the department from 1874 to 1887. "English is carefully studied," Professor Thomas reported through the board in 1877,² "by means of representative authors, and lectures are given upon the history of the language, as seen in the successive stages of its development. The aim of the Department is to make our own English Language the subject of the same critical examination as is bestowed, in the Classical Department, upon the Ancient Tongues. It is sought by means of verbal criticism to give the student a knowledge of the structure and correct use of our own language, and, by the special study of authors, to awaken in him an enthusiasm for our own noble literature."

1 - Ibid, 1888, p. 16.

2 - ~~Stockholders' Minutes~~, 1877, p. 49

Ibid,

1

Two years later, the report stated: "Especial attention [in the Modern Classical course] is paid to the study of English. - - - Here a mere general knowledge of our literature, with names and dates, is not considered sufficient; but during a four years' course such representative authors as Chaucer, Spenser, Milton, Cowper and Wordsworth are read with the same careful attention required in the study of the Greek and Latin classics. - - - It certainly cannot be said that Swarthmore does not offer suitable opportunity for the study of the mother tongue and its noble literature."

The text-books used in English literature were listed during the first seven years as follows: Collier's, Shaw's, Taine's, and Schlegel's histories, Cleveland's series, Marsh's lectures, and Griswold's American Authors. After 1876, lectures and separate editions of the English classics themselves appear to have entirely superseded the use of normal text-books.

2

Reporting on English literature, in 1883, the board stated that its course consists, at present, of forty lectures, extending through two years, twenty in each year. With these it would be obviously out of the question to attempt anything like a minute and complete survey of the whole field. It has therefore been deemed advisable to confine attention, for the most part, to the comparatively few eminent authors whose works have shed an especial lustre on our noble literature. It will scarcely be denied by any person of intelligence that it is far better to study a few things thoroughly than many things loosely and superficially. It has been the earnest aim in this department to carry out, as fully as possible, the principle thus indicated.

"Attention has been called not merely to the most important works of an author, but also to his characteristics as a writer, and to such incidents in his life as may sometimes serve to explain the cause of his having chosen the particular field of literature which he has won his fame.

"In addition to the course of lectures above mentioned instruction in English literature is at present given by class room work, consisting of the critical reading of

- Ibid, 1879, pp. 47 - 48.

- Ibid, 1883, p. 18.

English authors with the preparation by the students, from time to time, of essays upon the period under consideration. The student is introduced to the authors themselves, and is thereby fitted, from his own reading, to form an intelligent opinion of their merits, and properly to estimate the opinions of literary critics.

"The full course extends through four years, and is so arranged that during this time representative authors from every period of our literature, from Chaucer down to the present day, are studied in their own works by the classes."

Professor William Hyde Appleton, who succeeded Dr. Thomas in 1887, carried on the latter's method and stated it as follows: "The particular feature of the course is the critical reading, in each year, of various masterpieces of literature. Peculiarities of style and language are considered, allusions are looked up, and every effort made for a thorough comprehension of the work in hand. The author's life is studied in its relation to the history of the time, and his works are compared with those of his contemporaries." Dr. Richard Jones, who was professor of English in 1894-96, stated his method of teaching as follows: "Literature may be considered from many points of view. The aesthetic view should certainly be emphasized in some portion of the course. The laws of language and the sure results of philological science are no less important. Nor should the philosophic or ethical point of view be neglected in that literature which is, as Carlyle said, 'The thought of thinking souls,' or which does, as Dr. William T. Harris says, 'Educate man's insight into the distinction of good from evil.' And just as history is a record of the progress of civilization, so one may trace this progress and the development and growth of moral ideals in the literature of successive generations of men."

Dr. Thomas had added to English literature a course in "general literature" using Schlegel's Lectures as a text-book; and Dr. Appleton, who had been Professor of Greek and German since 1872, had given in the English department, for two years (1874-76), a course in German literature. Seventeen years later, Dr. Appleton began to lecture in the

1 - Ibid, 1886, p. 13, 1895, p. 24.
2 - Stockholders Minutes, 1895, p. 24.

English department to freshman students on Greek and Latin authors. Dr. Richard Jones, who was Professor of English during 1894-96, introduced a course on World Literature in English translation - to familiarise his students to some extent "with the thought, at least, of some of these 'eternal records of eternal truth', even though somewhat of the beauty of form be lost in the translation."¹ When this course was discontinued with Dr. Jones's retirement, Dr. Appleton reintroduced "a short historical survey of the Greek and the Roman literature, in order to illustrate the debt of English literature to the earlier great literatures. From 1899 on, the course in World Literature was reintroduced by Dr. Appleton, who stressed chiefly Homer and Dante, "through the medium of standard English translations, together with lectures by the instructor, and oral discussions and written abstracts by the students."

RHETORIC AND COMPOSITION

Composition and rhetoric were regarded as of essential importance from the beginning, and were frequently given a space in the annual catalogue separate from the department of English Language and Literature. The first catalogue included them under English, and listed as their content "the elements of the language, rhetoric, the study of classical authors, and constant practice in composition." Spelling and grammar and "phonetic spelling" were also cited as part of the department's work in 1870-71, together with "the art of composition" and "Rhetoric and criticism". Under rhetoric, were cited the following text-books: Blair's, Hart's, Quackenbos's, Campbell's, Whateley's, Whitney's, and Abbott's.

In 1880-81, English etymology and "rhetoric and composition, one exercise per week, with constant practice in writing essays", were "required of all students through the entire four years." An "Assistant Professor of Rhetoric" was appointed the next year; and the board stressed the importance of the subject in 1883, as follows:² "The course in Rhetoric and Composition, with one recitation a week, begins in the College Preparatory

2 - Ibid, 18-19, 1883, pp. 18-19.

1 - cf. infra.

Class, after a thorough preliminary drill in English Grammar in Classes, A, B, and C; and it continues^S thence through the four College years, being from the first a required study. Standard text books in Rhetoric are made the basis of instruction during the College Preparatory, Freshman and Sophomore years, supplemented by frequent practice in writing compositions. A thorough training is thus given in the rules of Punctuation, in the use of Figures, in the studies of the Properties of Style, and in the leading principles of Versification. The work in Composition is made to illustrate, as far as possible, the ground gone over in the Rhetoric. The work done in class in the weekly recitation, however, forms but a small part of the drill. Much individual instruction is given in the way of suggestion, explanation and correction. In the Junior and Senior Classes no text books are used; but a course of abstracts from Blair's Lectures and from the works of standard authors is substituted. The object of this course is to train the student's memory and judgment, and to form his taste, by requiring him to transcribe the language of the best English models. In the Senior year a careful study is also made of the style of many great masters of English prose. The student is required to read a certain amount from the works of such authors, and to commit to memory selected passages; and once a month a lecture is given upon each subject under consideration. The work in Composition in these two years receives especial superintendence; and the preparation of original work for Public Days and for Commencement is under the direction of the Instructor."

Benjamin Smith, a graduate of Yale College, and later the principal of Friends' Seminary in New York City, was appointed "Professor of Rhetoric and English" in 1886-87. Under ^{his instruction,} ~~the latter,~~ the course included a "review of punctuation, diction, structure of sentences and paragraphs, analysis of subjects; themes in narrative and descriptive styles of composition, kinds of prose composition, style, figures of speech, versification; translations from Latin, Greek: early English prose and poetry; criticisms, argumentative discourses, orations; reviews or themes suggested by the life, characteristics, or writings of standard prose authors; philosophical and scientific essays."

So important were rhetoric and composition considered that they were given a

separate space in the catalogues ^{of} ~~in~~ 1887 to 1891, during which time they were under a professorship of Rhetoric, Logic, Mental and Moral Philosophy. Professor ~~Benjamin~~ Smith, who carried this work, said: "The present arrangement in Rhetoric and Composition aims to condense in the Sophomore and Freshman classes, the class-work heretofore distributed ~~over~~ four years. The Freshman class use Hart's Rhetoric as a text-book, and present essays every four weeks in narrative or descriptive style of writing. The class is also encouraged to translate passages from other languages, or to paraphrase prose or poetical selections from our own writers with a view of securing ease and facility of expression.

"The work in the Sophomore class will comprise lectures on Argumentative Discourse and Oratorical productions with exercises by the class in written debates and orations; lectures on the best English prose writers and their style, with essays from the class upon topics suggested by the lectures. ↗

"The members of the class will also criticise the disputes of each other, both criticism and disputes being presented under an assumed name.

"The special work assigned the Juniors and Seniors contemplates more of personal and individual supervision of their writing. ↗

"They are encouraged: first, to confine the choice of subjects to such topics as may be of practical interest, or which may aid them in keeping well informed upon the current questions of the day; second, to prepare a more exhaustive theme than has been written heretofore. After an examination of the theme I meet each student for a critical review of the production."

In 1891-94, ^{rhetoric and composition} they were separated from ^{the professorship of logic and philosophy,} the latter professorship and given a place as "English Composition" under an instructor, who added the subjects of: review of sentences, forms, capitalization, abstracts, paraphrases, essays based on debates, ten-minute sketches, business forms, letters, and theses; text-books by Kellogg, Genung, Hill, Hunt and Unito took the place of the earlier ones mentioned.

1-22, 1888, pp. 28-29.

At the beginning of this period, a "Seminary for the Study of English Composition" was inaugurated with the title of "Ye Knights of ye Round Table." Its meet^{ings} were held bi-weekly, and its membership was "limited to students of the classical, scientific, and literary sections of the Junior class." The purpose of the club was stated to be "a more thorough study of the English language and its proper usage than the limited time devoted to the subject [in the class-room?] will permit." The work was under the direction of the instructor in rhetoric and composition (Florence Yost Humphries, Ph. B.),¹ at whose home the meetings were held.

The club lasted two years, until Mrs. Humphries' retirement; but her successor (J. Russell Hayes, L.L.B., assistant in English), re-founded the "English Seminary" in 1893 (with monthly meetings).² Its purpose was stated now to be: "The study of some of the side-paths of English Literature. The history of ancient manuscript-writing, mis-sals, and illuminations is pursued; also the history of printing, and details of the printer's and publisher's part in the making of books. After these preliminary studies, a poet (Tennyson) is taken-up and some of his representative works critically inquired into with reference to their sources, their background, and their growth, as illustrating the development of the poet's verse-craft."

The next year, the English Seminary was conducted (in weekly meetings) by the professor of English Literature, Dr. Richard N. Jones, who took up a study of "the Arthur Legend" of Lord Tennyson.³ "In connection with this work," it was stated, "the students have read and discussed a very valuable and interesting book - Tennyson's Idylls of the King and Arthurian Story from the XVIth Century, by Professor MacCallum, of the University of Sydney. The early work [of the year?] was Arthur as a true figure in history, and later the Seminary discussed the sources of the poem of Tennyson."

1 - The Halcyon, 1893, p. 111. (~~with picture~~).

2 - Ibid, 1895, p. 56.

3 - The Halcyon, 1896, p. 52.

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In 1894, although English Composition was given a separate place under an instructor, it was stated that the work was "intimately connected with the study of English Literature"; and since 1894, Rhetoric and Composition, as well as Elocution and Oratory, have been integral parts of the department of English Language and Literature, all of these subjects being "co-ordinated so far as practicable."

From the beginning, ^{Elocution} much stress was laid on "Elocution". It was prescribed by the first catalogues (1869-75) for the freshman and sophomore years, with the junior and senior years added in 1876-1891. It was thereafter made chiefly elective, but was given a separate place in the catalogues from 1870 to 1894, in which ^{latter} year it was incorporated in the English department under the sub-title of "Elocution and Oratory."¹

Starting with the title of "Teacher of Vocal Culture and Reading", successive ones have been "Teacher of Elocution", "Instructor in Elocution", "Assistant Professor of Elocution" (1882), and "Professor of Elocution" (1883-84). In 1884-85, the title of Instructor² was restored, but became Assistant Professor again the next year, and so remained until the end of the period.

The content of the work in elocution was stated in the first catalogue (in union with "physical culture"), to be "vocal culture"; and in justification of it, the following statement was made: "As a means of strengthening the lungs and organs of speech while imparting a useful and desirable accomplishment, an elementary course of vocal culture, with instruction in reading and declamation, is begun with the younger students and carried forward to the more advanced classes, who are exercised in speaking their own productions and selections from classical authors, both English and foreign." A dozen

1 - In 1885-94, it was entitled "Reading and Speaking"; in 1894-1902, the assistant professorship was entitled "Rhetoric and Public Speaking", and it finally merged, in 1934, into a professorship of English.

2 - "In Charge of Elocution".

years later, the catalogue stated: "The demand for good speakers and readers in every sphere of life is recognized in the attention to this course. The aim is to give the student a broad and general culture in natural delivery, and a mastery of the laws underlying the art of expression. He is taught that conversation, the simplest form of human expression, is the basis of every kind of delivery. In the culture of the speaking-voice, care is taken that it be natural, pure and full; that the articulation be correct and distinct; and that the expression be adapted to the sense." Thought-conception is made the first step toward natural and effective expression". (1890-91).

In successive years, the subjects included under elocution were reading; enunciation of words; phonetic spelling; vocal gymnastics; gesture ("the ^{la} D'arte system as far as possible); posture; respiration; orthoepy; ^{cc}logical Analysis, with special attention to thought and the Emphasis required to reproduce it"; declamations (original and selected); original orations; imaginative study and description of characters in dramas; extemporaneous speech. The text-books used from time to time included those by Kay, Hillard, Coates, Murdock and Russell; but these were used in only one class, it was stated in 1883, selections from "the best literature" being preferred.

The 1883 statement stressed the importance of voice culture so as to enable the student "to use it to the best advantage, not only in public or professional life, but also in business and social life and especially in the very important circle of home." For practice in public, it was provided that students in elocution should "take part in the Public Days, which are held at intervals throughout the college year; and in preparing for these exercises, special and private instruction is given to each student. Such instruction is also given to members of the Graduating Class who speak on Commence-¹ment Day."

In 1888, Myrtle E. Furman, a graduate of the Philadelphia School of Oratory and a successful teacher for several years, was placed in charge of elocution. Although

1 - Stockholders Minutes, 1883, p. 20.

afflicted by blindness, Miss Furman was a woman of rare gifts, and it was proved increasingly true of her during her fourteen years at Swarthmore what President Magill said of her a half-year after she began her work. "Through her natural ability", he wrote, "her acquirements, and her force of character, she has already made a very favorable impression, and both her discipline and her class instruction are eminently satisfactory."¹

The approach of the department of elocution to that of English was noted in the 1885-86 statement: "A careful study of the authors chosen is required, so that the course becomes to some extent one in English literature." Finally, in 1894-95, elocution, or reading and speaking, was incorporated in the department of English Language and Literature, with the sub-title of elocution and oratory. The subject itself and its inclusion with English literature were justified as follows: "Inasmuch as natural and effective speech is one of the most potent factors for success in life, the subjects of Elocution and Oratory have been combined, and the student is given practice in expressing his own thought as well as the thought of an author. The aim in this course is to stimulate to a broader mental grasp, cultivate the imagination, and arouse the sensibilities, the theory accepted being that effective expression is a result of vivid mental impressions. Hence the student is given exercises whereby he learns to utilize his experiences, to vivify his thought, and thus be able to enter into the spirit of the literature read and to make it a part of himself." The body was not forgotten in this change of emphasis, however, for the statement continues: "A sound and flexible body being the medium through which the soul must express itself, due attention is given to physical training, voice culture, and enunciation."

The training in elocution was designed from the beginning to include public as well as private exercises. Weekly declamations ("original and selected")^{Public Speaking} were delivered in class; these were supplemented by declamations, essays, "parliamentary practice", and debates in three literary and one scientific societies (beginning in 1879)^{where}, and by H. 40¹^{Grant}

1 - Ibid., 1888, p. 11.

~~"occasional appearance before the whole body of students" (1884).~~

~~The student editors of The Helicon of 1884 commented upon these latter occasions as follows: "The first important events of the season were the Senior public days.~~

"Here such eloquence was displayed that every listener burned with admiration, and longed for the day when he might follow in the steps of the august and reverend Seniors. - - - One of the most interesting features of the year is the frequency and excellence of the public days, and the readings and lectures pertaining to the subject of elocution."

Preparation for these occasions, however, were not so popular; for, as the same editors relate: "Much of the time that would otherwise have been spent in recreation we have been toiling over pages and pages of elocution notes, containing such interesting items as 'a tale bearer [revealeth secrets] -; but he is a r.h.h.o. supine faithful spirit,] concealeth the matter - r.h.o. prone'. Who can say that in elocution our time has not been profitably employed? For we have learned that language less spellable indeed than the language of the United States, but in obscure vowels, in consonant markings, in aptitude for all the highest purposes of the lexicographer, the professional elocutionist, and the phonetic spelling inferior to the tongue of the Laplanders alone."

The ² Juniors' "public day" of 1884 does not appear to have been so impressive ^{as the Seniors';} or perhaps it was a senior's caustic pen which provided the following description of it: "The place was worthy of such a public day. It was the great Assembly Hall of Swarthmore, the hall which had resounded with jubilation at the Commencements of ten classes, the hall where the eloquence of P_____k had for a moment awed and inspired others with a desire to go and do likewise, the hall where P_____r had confronted the smiling faces of hundreds with the placid courage that half-redeemed his oratorical fame. The aisles were lined with Sophomores. The passage was kept clear by Freshmen. The Juniors, robed in impressive black, were marshalled by the heralds under E _____s. The Faculty in

~~1 - P. 17.~~
2 - Ibid, pp. 18, 99-100.

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their vestments of state attended to give advice on points of order. Near a hundred and twenty 'Preps,' three-fourths of the Preparatory school as the Preparatory school then was, walked in solemn order to their customary places of assembling at the ringing of the large bell. The jolly Junior, Schneider, led the way. The long procession was closed by the gallant General, by the sub-ushers, and by the friends and relations of the class. Last of all came the Professor [Joseph W. Teets], conspicuous by his fine person and noble bearing. The bare white walls were without decoration. The long gallery was crowded by an audience such as has rarely excited the fears or the emulations of an orator. There were gathered, from all parts of a free, great, enlightened, and prosperous College, grace and female loveliness, wit and learning, the representatives of every Class and of every Section. There the committee from the Board of Managers gazed with admiration on a spectacle which no other institution in the world could present. There the Historian of '88 thought of the night when W _____r, pleaded the cause of H _____l, against R _____r, and when before an assembly which still retained some show of genius, V _____e thundered against the 'Civilization of the Moderns.' The collectors of gossip did not fail to remark that even Snoriky, generally so regardless of his appearance, had paid to the illustrious assembly the compliment of wearing a tail-coat. Gaar had been debarred the pleasure of participating in the exercise; and his commanding, copious, and sonorous eloquence was wanting to that great master of various talents. There were Ariosto and Grandma, the American Demosthenes and the female Hyperides. There was Johon, ignorant indeed or negligent of the art of adapting his reasonings and his style to the capacity and taste of his hearers, but in amplitude of comprehension and richness of imagination superior to all orators, ancient or modern. Nor, though surrounded by such men and women, did the youngest pass unnoticed. At an age when most of those who distinguish themselves in life are still contending for prizes in preparatory schools, Bebe had won for herself a conspicuous place in College. But those who have listened with delight, while the noon-day sun shone through the stained-

glass windows, to the lofty and animated eloquence of Lucinda, as her powerful voice awoke the echoes of the hall, in those words, 'higher and higher, an atom _____,' are able to form some estimate of the powers of a class of men and women among whom she was foremost. The interest taken by the audience in the public day was great when Sill began, and rose to the height when the General uttered that cry of anguish 'Hannibal at the gates'. The day was ended. The great display of rhetoric and eloquence was over." [cf. cartoon in Halcyon, 1895/1897]

The students' journal, The Phoenix, offered in 1889 prize medals (valued at \$15 and \$8) for "Junior Oratory"; and the "Magill" and "President's" prizes were offered at the same time for sophomore and freshman oratory, six contestants from each class being chosen, and ten dollars' worth of books awarded to the five winners.

The Pennsylvania Inter-Collegiate Oratorical Union was founded in 1892, and included the following colleges: Dickinson, Franklin and Marshall, Haverford, Lafayette, Lehigh, Pennsylvania State, Swarthmore, and the University of Pennsylvania.¹ To prepare for the annual contest of this union, the Swarthmore Oratorical Association was founded in 1896 as a branch of the union, and was composed of members of the three Swarthmore literary societies. Annual contests were held among these to determine "the fittest person to represent the college in the Inter-collegiate contest"; and as an added stimulus, a "John Wanamaker Prize" (Later, a "Delta Upsilon Prize") of _____ was offered to the successful representative. Swarthmore won third place in the Inter-State contest in 1894 and 1898; second place in 1895 and 1902; and first place in 1896 and 1899.

THE DRAMA

Meanwhile, in 1895, the drama had obtained a precarious, because unauthorised footing among the students; but it came soon to an untimely end. A tablet in The Halcyon of the Class of 1887 (duly enclosed in mourning border and black caps) reads as follows: "In Memoriam. Sacred to the Memory of our esteemed Theatrical Entertainments: Died, by Decree of the Faculty, Dec. 5, 1885."

1 - Muhlenberg took the place of the University of Pennsylvania, in 1893; Gettysburg took that of Dickinson, and Ursinus that of Haverford, in 1896.
2 - P. 66.

~~A "Shakespeare Evening" inaugurated a few years later was duly authorized and~~
 became a very popular feature of the last days of the senior year. Its success may be
 guessed at by the following comments of 1900 on the productions of the recent past as
 reflecting the future of the participants. ¹ "It is true the footlight triumphs have
 vanished, the flowers are withered, and the excitement is over; all these have gone, but
 not the impression made on the audience. - - - We see in the motley procession [of
 graduates] floating before our eyes numerous charming Rosalinds, sweet Celias, shy
 Jessicas, and daring Juliets, going forth to break hearts and lose their own, to say
 nothing of the brave Orlandos, Romeos and Bassanios. Following close upon this array
 of the sublime, ~~comes~~ the ridiculous Touchstones, making clowns of themselves for soc-
 iety in general; and hand in hand behind them, the foolish Williams and Audreys."

~~[Picture of 1899: Halcyon, 1901, p. 104.]~~

The junior class, of course, made satirical comments upon the Shakespearean
 efforts of their immediate predecessors; for example, 1897 had a skit entitled "Sancti-
 fied through Suffering", showing "how Shakespeare passed through Purgatory" when listen-
 ing to 1896 "making pathetic efforts to present his plays." After listening in sack-
 cloth and ashes to King John, The Tempest, Hamlet, and The Taming of the Shrew, he

*claims &
explains:*

"Have not the agonies of these long hours
 Forever burnt and purged away my sins?
 Not if I had a thousand lives, *and each a thousand years,*
 And on each day I were compelled
 To eat fried Bacon for each meal,
 Would I compose another line.
 Farewell, a long farewell, to all my greatness."

And in reply, comes a voice: *Thou hast suffered enough: Come up higher.*
Penmanship, Phonography, and Telegraphy, and Book-keeping.
 Allied with the department of English, but separated from it, were the arts of
 penmanship, and phonography, *and telegraphy.*

Penmanship was considered to be of such importance that in the first year, a non-

2 - ~~See~~ The Halcyon, 1897, pp. 117-118; cf. also ibid, 1895, pp. 118-119.
 1 - The Halcyon, 1900, pp. 21-22.

resident, "Professor of Penmanship", as well as a resident "Teacher of Penmanship and Botany", carried on the instruction in both the preparatory classes and the freshman year in college. This was justified by the following statement in the catalogue ^{of 1869-70} (under the heading Physical and Vocal Culture): "The cultivation of the eye and hand by regular and systematic training in Penmanship ["the Spencerian System"], received ^S due attention under the direction of teachers having that department exclusively in charge." Thereafter, the professorship of penmanship was discontinued, free-hand and mechanical drawing taking its place. A teacher of penmanship and botany was appointed in subsequent years, and the instruction in the former was confined to the preparatory classes, although "an advanced course in business penmanship" was given as an elective in the college.

There was no "Professor of Phonography" in the first year, or at any other time; but Professor and President Magill gave instruction in it during a number of years. In 1869-70, is the statement (in a sub-heading Phonography, under English Language and Literature): "Thorough and complete instruction in short-hand writing is given to those who desire it. This art will be found an important aid to the students while in College, enabling them to preserve a record of oral instruction, and will also serve a useful purpose through life." The next year, "corresponding style" and "reporting style" were listed, and the text-books used were Andrew J. Graham's "Hand-Book of Phonography" and "Phonographic Dictionary". The study remained an elective in ^{both} all the preparatory and college classes. *On President Magill's retirement in 1889, instruction in phonography ~~and its allied subjects~~ came to an end. [Insert p. 45-1]*

Telegraphy was added (in 1872-73) to "Short-hand Reporting upon Andrew J. Graham's Steno-Phonographic System", the latter system being replaced in 1873-79 by Isaac Pitman's. *[Insert p. 45-1]* Book-keeping, too, was added for a time (1881-84) ^{by Professor Smith, with Bryant and Stratton's system in use.} ~~to telegraphy and phonography; and in the latter, in 1885, Graham's text-books were restored. On President Magill's retirement in 1889, instruction in phonography and its allied subjects came to an end.~~

DRAWING AND ART

No formal statement in regard to a department of art was made in the first catalogue;

but in 1870-71, "free-hand drawing" and mechanical drawing were enumerated among the courses of study, 81 students taking the former and 52 the latter.¹ From 1871 to '74, it was stated that free-hand drawing was an elective study throughout the preparatory and college classes. With 1874-75, drawing was provided only for the preparatory classes; but the next year, the board informed the stockholders that "a change has been made in the Department of Free-hand Drawing. A teacher has been employed who has introduced the modern system of studying early the laws of perspective in a practical way, copying at once from models and from natural objects, instead of from pictures, and with the most gratifying results."

Drawing was introduced, however, only in two of the preparatory classes, although the board stated that "to those intending to pursue a scientific course of study it is absolutely essential, and to all it must prove, if properly taught, only second in practical usefulness to the art of writing itself." It is apparent that it was the practical aspect of drawing that appealed to the Quaker managers, and that its esthetic value had not yet dawned upon them; although they did admit that "its great importance in every well arranged course of study is daily becoming better understood."²

Free-hand drawing was prescribed for all of the preparatory classes in 1875-76; and for the college students, "a course of lectures upon the History of Art, or History as Illustrated by Works of Art, was delivered during the past winter;"³ and the board again expressed its opinion that "the great value and growing importance of this study [free-hand drawing] are too obvious and well known to need to be enlarged upon in this report."⁴

Drawing remained in this status-except that it was made elective in the college classes - until the year after the Great Fire, when a new start was made in several directions. "Freehand Drawing or Painting", and "Drawing and Painting" were made electives

1 - Stockholders' Minutes, 1870, p. 6.

2 - Ibid., 1874, p. 48.

3 - The course was given by

4 - Stockholders' Minutes, 1875, p. 48.

in all the college classes.¹ In both drawing and painting, familiar objects of home and nature were sketched, an out-door sketching class being conducted in the autumn and spring.²
x f. 47 1/2
 Milton H. Bancroft, who had been instructor in mechanical drawing in 1886-88, was appointed professor of art (1888-90), for which position, President Magill stated, "his tastes and his previous studies fitted him well." Of his work in draughting, Professor Beardsley reported in 1888: "The courses in Draughting continue most satisfactory under the efficient instruction of Milton H. Bancroft, who exhibited for the college at the meeting of the National Teachers' Association in San Francisco, during the summer, a very creditable display of the work of the department in this respect, which was most favorably reported upon and to which the highest award was given."³

Professor Bancroft reported on the two branches of his work as follows:⁴ "During the annual meeting of the National Educational Association, an exhibit of the art and mechanical work of the College was made before the convention at San Francisco. The exhibit received the most favorable mention by the examining committee of the Art Department, whose report will be published with the minutes of the meeting and sent to the College. In the report, exhibits were graded upon a scale of ten per cent. The mechanical work from Swarthmore College, with the exception of the architecture, received the highest mark, with special commendation of the progressive arrangement of the course in Geometry and Projection. The freehand drawing was criticised as being unsystematic in the elementary work, but the painting, together with the architecture, received the next highest grade, and the refinement of feeling for color was commended."

The comparative standing of the department with other Colleges was very good, but showed the need of more careful and systematic development throughout the department.
 "... In the elementary freehand work of the first preparatory class, the system is quite satisfactory in general, and the students are being carried in progressive stages from simple outline drawings from models, illustrating perspective principles, through the

1 - Catalogue, 1882-83, pp. 30 - 33.
 2 - Stockholders' Minutes, 1884, p. 19.

4 - Ibid., 1888, pp. 36, 34-35.

3 - *Mr. Bancroft was awarded by the Philadelphia Academy of the Fine Arts, at its exhibition in March, 1888, a second prize of \$100 for his painting entitled "Bad News?"*

analysis of form in various ways, into light and shade drawing from models and casts. . . . The advanced students are taking individual work in charcoal drawing, water color, and oil painting, together with weekly time-sketches as class exercises. . . . The two blackboards are being set and will be a great aid, but the present room, though perhaps the best in the building, is almost totally unfit, in its lighting, its size, and general convenience, for large classes, and for the best results new quarters would be necessary. During the past year a few students have taken a special course in Architectural Draughting with encouraging results. Two of the three students taking the course have since entered good architects' offices on a better standing than the majority of the graduates of the best technical schools."

In 1890, an Architectural Club was founded by Professor Bancroft, with the following ^{student comment; 1} ~~justifications~~ "For many years there was felt among the students, especially those of the engineering department, a desire to cultivate that branch of the course pertaining to architecture." The meetings of the Society are held bi-weekly, and its work is almost entirely of an architectural character, consisting of individual designing in the methods of construction, sketches in pen and ink, water-color, and charcoal, together with essays on the subjects under discussion. A library of some of the best architectural papers and periodicals is being gradually collected by the Society. Much of this year's [1891-92's] success has been due to a course of lectures on "Early Architecture" by Prof. Milton H. Bancroft, who has always given his valued aid in furthering the welfare of the Society."

Beatrice Magill, who had been instructor in drawing and painting during 1884-88, and had spent much subsequent time in study abroad, returned as instructor in 1892 for a ten years' service. ² Reporting on her work in 1895, she said: "The present work of the Art department may be divided under two heads: practical instruction in drawing and painting, which is continued during the entire year, and a lecture course on the history of painting, which is given in the second semester."

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1 - The Halcyon, 1893, p. 107.

2 - His, 1895, pp. 30 - 31.

stockholders' Minutes

2 - The work in art was divided, in 1892-93, into "art" and "mechanical draughting", the latter being assigned to the Engineering Department.

"The work required of each student begins with object drawing in its simplest form, from geometric blocks illustrating the principles of perspective; next follows drawing from simple casts of fruits, architectural ornaments, etc., and finally drawing from casts of figures. Instruction in painting from still life and flowers will be given in oil, water-color and pastel. Arrangements will be made for students wishing to work in special lines bearing upon their work in other departments, or in preparation for professions in which drawing plays an important part.

"The object of the course, as laid out, for the general student is to develop the faculties of observation and comparison, to train the eye to see correctly and the hand to obey the will, and for the special student to lay the foundation for a serious study of Art.

"The course in the History of Painting will be chiefly a lecture course illustrated by photographs. Its object will be, not only the study of the works of the great masters, but that of the art of the country in its relation to the history and development of the people among whom it takes its growth. A prescribed course in reading on the schools and masters treated will be required of the student. The work this year will be the Italian Renaissance. I have been able while abroad to make a fairly representative collection of photographs of masters of that period. My work during these two years of absence has been making a careful comparative study of the different schools of Art, and of the masters whose works illustrate them, in the galleries of Petersburg, Stockholm, Dresden, Berlin, Munich, Florence, Rome, Venice and Milan. With full work in both semesters the five greatest schools of painting, Italian, Dutch, Spanish, French and English, can be given in two years."

FRENCH

Edward H. McGill, the Principal of the Preparatory Department, was the first Professor of the Latin and French Language and Literature in the college. His statement on Modern Languages in the first catalogue was as follows: "French is required during the last two years in the preparatory school. During the college course French and German are

elective studies. The method pursued in giving instruction in modern as in ancient languages, keeps prominently in view the development of the mind both by a thorough mastery of the languages themselves and a careful comparison of these with our own and each other; thereby cultivating accuracy of thought and expression, rather than the acquisition of a few commonplace phrases, and the ability to hold a broken conversation upon ordinary topics in a foreign tongue. In the selection of text-books care is taken, both in French and German, to adopt only the works of those who are the acknowledged classics of their own country, a due proportion consisting of the production of writers of our own times. An important part of this course, in the advanced classes, will be the production of original essays in French and German."

This subordination of the practical to the cultural proved to be too extreme; for, in Dr. Magill's own experience, and doubtless a fortiori in that of his students, very little or no ability in conversational French was acquired by the methods of teaching and study adopted.

After eight years of teaching French in the Boston Public Latin School, ^{through the medium} ~~by means~~ of the eye and hand, he tells of his first experience in Paris^s, in 1867, when the practical test by ear and tongue arrived. "We took care [on our voyage],¹" he says, "to be well provided with books to read and study, and, being on our way to France where we planned to spend the winter, we did what we could to familiarize ourselves still more with the French language. Without intercourse with those who spoke French the progress made in this was necessarily slow and painful, though in the fifteen days taken to cross the Atlantic at that time the progress was perhaps perceptible."

Our daughter of fourteen gained faster than her mother and father, which is natural, as at that age a new language is acquired far more readily than later in life. - - -

"Although the speech of all around us was the language which I had been teaching

1 - E. H. Magill, "Sixty-five Years in the Life of a Teacher," 1907, pp. 119-20, 124-6, 128, 129.

for the past eight years in Boston, and although I had published a French grammar and a French reader, yet so far from practical had been my instruction (all grammar and practically no language) that for a time I could not understand a single sentence addressed to me; much less could I use my tongue to make an unpremeditated reply. On our ride by rail from Brest to Paris, it struck me as strange that the sounds made by every animal that we saw on the road - the lowing of cows, the bleating of sheep, the grunting of hogs, the barking of dogs, the mewling of cats, the cackle of hens, the crowing of cocks, and even the crying of a child - that while all these noises and many more were the same as we had heard at home, the moment a spoken word was uttered by man, woman, or child it was wholly unintelligible to me. It would almost seem to indicate some special cause for this confusion in the spoken word of the human race, like that of which we have an account in the legend of the tower of Babel.

"Lest it be considered strange that I, a teacher of French, and the author of a French grammar and reader, should have been so bewildered when I first heard the language spoken by all around me, I will quote a few words from one who was a far better authority on language than I - James Russell Lowell. On his first visit to Paris, Lowell thus soliloquized in his hotel on the morning after his arrival, 'Here am I, in Paris, after years of teaching French in Harvard, and I cannot use French enough this morning to call a servant and ask him to black my boots.'

"As one of our leading motives was to become familiar with the French language, we avoided English-speaking families, and took up our quarters for the winter in a small private family hotel, then called Hôtel de la Haute Vienne. Here we were the only regular boarders, and the family of four - father, mother, son, and daughter - spoke no language but French. Of course French was the language spoken at table. We sometimes spoke English among ourselves, but when we did so our hosts, who had knowledge of only a few English words, would say to us, 'We can never understand you English people, because you speak so fast and run your words so closely together.' We certainly felt the same about their French, and the fact is, it is the same when one hears any unfamiliar language spoken. - - -

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"For the first few weeks I listened to three, four, or five lectures per day, of an hour each, and yet could follow very little of the thought; but after a monthth they began to clear and my progress then in following them was ~~more~~ rapid. . . . A few more winters in Paris like that of 1867-68 would have made the French language, with my previous study of it in Boston, nearly as familiar as my mother tongue."

After this experience in Paris, he worked, until the end of his life, with characteristic and unfailing enthusiasm upon methods of cultivating in equal degree the use of eye, hand, ear and tongue. "Conversations" were listed in the college catalogues during his fifteen years of teaching French at Swarthmore. Meanwhile, in 1871-72, Professor Magill realized the conversational deficiency and reported through the board: "A teacher whose native language is French [Rectina Espy] has been employed to assist in giving instruction in that language, thus enabling us to combine with our former accurate drill in the forms and constructions of the language, a practical knowledge of the same as a medium of conversation, for which opportunities are offered at table, in the class room, and during the hours of recreation."

The next year, Eugène Paulin, A.M., whose native language also was French, became professor of French, and his , Elizabeth Paulin, took Miss Espy's place as instructor. Professor Paulin continued to teach French from 1872 until 1888, and Elizabeth continued as instructor until 1873. Under them, conversational French was emphasized,² although by no means at the expense of the written language and literature.

The work in French in the first years (1869-) included: "First lessons [Chouquet's], grammar [Magill's], reader [Magill's], prose and poetry [Magill's's], Paul et Virginie, Corinne; and, in addition to the text-books mentioned, Noël and Chapsal's Grammaire Française,² Spiers and Sureme's French Dictionary, and Bescherelle's Dictionnaire National.

1 - Stockholders' Minutes, 1871, p. 38.

2 - Cf. infra, p. (under)

In 1872, Eugene Paulin, A.M., became Professor of the Latin and French Languages, and continued to teach French during the next sixteen years. He added his own text-books on first lessons to those of Dr. Magill, and stressed the history of French literature and of France itself, as well as the classic French writings. A native Frenchman himself, he naturally emphasized the use of French in his classes and provided for "regular practice in French conversation" in all of them, while in an extra class of more advanced students, "all the instruction and explanations" were given in French, "the students joining in the critical discussion of the classics read." French gradually became more and more a required study in the college, "with about one year's study required for admission."

In 1883, Professor Paulin included in his courses the "History of France and History of French Literature (conversationally), with the reading and committing of French classics, especially of Corneille, Racine and Molière."¹

In 1888, Professor Paulin retired, and President Magill again became professor of French, instructing the upper classes, and supplementing their work by "occasional evening readings in French", by which, he said, "I hope to give them some of the best specimens, both classical and modern of 'la belle langue', and encourage a taste for more extensive readings of their own."²

~~He~~ ^{Dr. Magill} retired from the presidency in 1889, and thereafter, until 1900, devoted himself entirely to the teaching of the French language and literature. He spent the year 1889-90 in France, and on his return to Swarthmore he substituted more recent text-books for his own and, although he did not neglect in his classes the use of the spoken language, he stressed the cultural value of the literature. "The objective points in the study of the French language," he stated, "will be wide and extensive reading, making the student as familiar as time will allow with as many as possible of the best works in French literature. To this end a minimum of grammar will be required, and rapid reading at sight encouraged early in the course." The seventeenth century authors received

1 - Stockholders' Minutes, 1883, p. 20.

2 - Ibid, 1883, p. 13.

"careful attention", but "as much of the literature of the present generation as is found practicable" was read; and to this end, the three volumes of his "Modern French Series" were used as text-books.

A native French assistant came to Dr. Magill's aid in 1898-99, and the department announced that, "from the beginning to the end of the five courses in French, careful attention will be given to the pronunciation of the language, to conversation, and to writing dictées, as well as to a thorough study of the grammar and the translation into good English of the leading works of French writers in both the classical and modern periods."

It was announced at the same time that, "after the first year's study, International Correspondence will be made an important feature during the remainder of the course." Dr. Magill had been an ardent champion, among his fellow-teachers of French, of this plan of American and French students exchanging (and correcting) letters written in the language of their respective correspondents; and this introduction of it at Swarthmore led to its extensive use in other colleges and schools.

Reporting on his method of work in 1895, Dr. Magill wrote: ¹ "Our course ~~is so~~ ^{in the two} leading foreign languages, French and German, is so arranged as to give the greatest amount of familiarity with the literature of these languages during the college course. To this end the study of grammar is reduced, at first, to the minimum amount necessary for reading; rapid and accurate translation is for the first two years made the leading object. With this is combined a certain amount of translation of English into these two languages in order to fix the forms and principles of construction, which would be but too cursorily observed were translation into English alone to claim the student's attention. In the third year the amount of writing in the language studied is considerably increased, - letters, brief essays and critiques in this language are gradually introduced, and some attempt is made to acquire the spoken language. All of this is much increased during the fourth or final year, - conversation,

1 - ~~Stockholders' Minutes~~, 1895, pp. 21 - 22.

Ibid,

theses, critiques, letters, etc., occupying a large part of the attention of the student, and these are supplemented by lectures upon the literature, given, so far as is found possible, in the foreign language which is the subject of study."

The next year, he said:¹ "The object ever kept in view is a wide acquaintance with the best specimens of the literature of the language, and through this source a better understanding of the French people. Writing and speaking the language to some extent is found possible in the full course, these always follow and do not precede a reading knowledge of the language. Translation by ear as well as at sight is practiced almost from the first, that students who have pursued our full course may not feel wholly lost when thrown among French people at home or abroad. More than this we do not claim, as we desire all of our published promises to be more than fulfilled."

Speaking of the introduction of international correspondence, in the third and fourth years of the study of French, Dr. Magill said:² "About two years ago a Professor in a French school in Southern France, who had spent some years in England, conceived the idea of teaching his students English by introducing a system of correspondence, which should give the students of both nations opportunities similar to those to be obtained by going abroad. He communicated this happy thought to the publishers of the 'University Review' in Paris, who took it up earnestly through the columns of the 'Review.'

"So far as known the only institutions into which this system has been introduced in this country are Vanderbilt University, Nashville, Tennessee, and Swarthmore College. This system of international correspondence gives new life and interest to the study of a modern language and gives it a truly practical turn according to the requirements of the spirit of the age. Thus far twenty-eight of our students have engaged in this correspondence."³

Dr. Magill became Professor Emeritus and Lecturer in 1900, and his place was taken in 1900-01 by Dr. Thomas Atkinson Jenkins who thereafter became professor of French during many years in the University of Chicago. Dr. Jenkins emphasized the linguistic

side of the study in the statement: "The instruction in this department has as a basis the

¹ - Ibid, 1896, p. 22.
² - Ibid, 1897, pp. 25-26.

³ - A caricature of the letters in English sent by French correspondents appears in The Halcyon for 1900, p. 128.

~~has as a basis the~~ study of ordinary colloquial French as a living language. Though reading is begun very early, colloquial French (including pronunciation) continued to receive the most attention throughout the first two years. The student will then be ready to be brought into contact with the more artificial (rhetorical) forms of expression constantly occurring in the higher grades of literature." This point of view - and "International Correspondence" - were carried on into the teaching of the next century.

It was not until 1883-84, when an assistant professor of French was appointed, that the study of Italian and Spanish was introduced into the curriculum. The Italian grammar with written exercises, I Promessi Sposi and Nicoló dei Lapi, Knapp's Spanish grammar and readings, and Don Quijote were used, and the two courses were given in alternate years and elective only for those who had completed two courses in Latin or two in French.

Professor Paulin took over the Spanish into his professorship in 1885-86, and both Spanish and Italian were given ^{at} this year; but Spanish alone was given the next year, and thereafter both languages were omitted from the curriculum until , when they were reintroduced as part of the department of Romance Languages.

"Although it is probable," the students commented, "that they will be elected by few students, it is very well to have them."

GERMAN

Clement L. Smith, A.M., who later served for many years as secretary of Harvard's faculty, was Swarthmore's first Professor of the Greek and German Languages and Literature^s. The catalogue for 1869-70 includes German under Modern Languages, and makes the same statement for it as for French. William B. Phillips, A.M., took Professor Smith's place for the *two* following years, and taught, besides grammar (Otto's and Whitney's) and reader (Adler's and Whitney's), Aus dem Leben eines Taugenichts, Minna von ²Burnhelm, Hermann und Dorothea, Mustersammlung deutscher Gedichte (Keller's), German literary history (Evans's Abriss, Vilmar and Weber), Carlyle's Life of Schiller, Lewes's Life of Goethe, Stahr's Life of Lessing, with essays and conversations in German.

In 1872-73, William Hyde Appleton began his Swarthmore professorship of thirty-seven years, during sixteen of which he was professor of both Greek and German. He carried

out the plan of his predecessors, adding from time to time *Der Neffe als Onkel*, *Eigensinn*, *Einer muss heirathen*, *Maria Stuart*, *Wilhelm Tell*, *Abfall der vereinigten Niederlande*, *Emilia Galotti*, *Egmont*, and *Faust*. Sight-reading and memorizing classic poetry and prose selections were also a part of his method of teaching.

Reporting through the board in 1877, Professors Appleton and Paulin said of their courses in German and French: "The aim of the Instructors has been to give the students a thorough grammatical, reading and writing knowledge of these languages; and, next to this a fair amount of conversational practice, that they may be able to understand, and speak with tolerable facility, the language of ordinary life. The endeavor is made to appropriate fairly, for this double object, the time allowed for the study. In selecting the books read by the students, the practical end of studying the language has been kept in view, and such books as will best further this object have generally been chosen. At the same time, it has been considered that the students should be made acquainted with books of a higher character, and be introduced to some of the master-pieces of the French and German Literature!"

Six years later, it was stated: "There were five German classes during the past year. The general method of instruction was the same as in previous years. The effort is made to secure a suitable variety in reading by giving the younger classes stories, light comedies, or other pieces of similar character, written in ordinary everyday language. In the higher classes the student is made acquainted with the classical literature, as seen in the works of Goethe, Schiller and Lessing. During the first two years, particular attention is paid to the principles of Grammar, and illustrative exercises are written by the students. During the entire course there is frequent colloquial practice, varied by dictation of German ballads."

An assistant professor of German and French was appointed in 1882, but Professor Appleton continued his professorship of Greek and German until 1888-89, when he became Professor of Greek and of English Literature. During the next two years he

1 - Stockholders' Minutes, 1877, pp. 49 - 50.

2 - *Ibid.*, 1883, p. 19.

added the duties of the president to his professorship, and the assistant professor of the preceding three years (Gerrit E. H. Weaver) became Professor of German. "An optional course in Scientific German" was then offered to "Seniors and others intending subsequently to pursue a course in Medicine, or other advanced scientific work"; and "occasional voluntary evening readings from the German of the day" were also given.

The students satirized this last effort by an alleged membership and programme of "Die Niebelungen", a society of fourteen girls, whose great mental strain during their meetings necessitated the repair of the furniture after each meeting. As specimens of their proceedings, the following is given - "as overheard by Prof. Bodenka^mmer Weber"^l:

President. - Frat^lleins, es ist high Zeit wir beginnen sind.

Caterer. - Warten, warten! Ich habe die Sauerkraut vorgessen.

Head Initiator. - Bringen ihre Goat herein.

Lord High Keeper- Goat, Goat! Wo sind Sie (A loud scuffle).

Goat. - Ba - a - a -a. Du hast den Bulge an mich. [Etc., etc.]

Marie A. Kemp (Hoadley) became assistant professor of German in 1891-92, and the next year was given the chair of German Language and Literature, which she occupied until 1901. She continued for a time to use Otto's grammar and to read most of the works selected by Professor Appleton, but added Joynes - Meissner's and Thomas's grammars, Aus Meiner Welt, Grimm's M^ärchen, Aus dem Staat Friedrich des Grossen, Stifler's Haidedorf, Heine's Harzreise, Die Journalisten, Dichtung und Wahrheit, Soll und Haben, Buchheim's Deutsche Lyrikⁿ, and Prose Composition, Sime's Life of Goethe, Boyesen's Goethe and Schiller, Nevinson's Life of Schiller, Riehl (two Novellen), G^ötz von Berlichingen, Schiller's Historische Skizzen, Wallenstein, Iphigenia auf Tauris, Briefwechsel zwischen Goethe und Schiller, Ekkehard, Doktor Luther, Wallenstein, Nathan der Weise, Baumbach's Der Schwiegersonn, Bilder aus der deutschen Vergangenheit, Der Trompeter von S^äckingen, Torquato Tasso, and Taylor's, Scherer's, Kemp^o Francke's and Boyesen's essays on German literature.

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Professor Kemp's method of instruction she stated as follows: "The course of study in this department is designed to give the student (1) a facility in reading German, (2) an ability to speak simple German grammatically, (3) an acquaintance with the social and intellectual development of the Germans, from the earliest times, as revealed by the great exponents of their literature. In the class-room oral translation into English is discontinued as soon as possible, and expressive reading of the German text is substituted. A course in written translation into German is followed by a course in free German composition, carried on in part by correspondence with Germans."

[Insert p. 59¹]

GREEK

Clement L. Smith was the first professor of the Greek Language and Literature, as well as of German. Under the heading of Ancient Languages in the first catalogue, he stated that Greek would be optional in the curriculum, "its place being supplied by French or German." He then proceeded to say of both Greek and Latin:

"The course of study in this department consists, in the preparatory school, of a thorough elementary drill in forms and constructions, a work which, if well done, will be a sure foundation for those who are to pursue their studies to the end of the course, and a most effective means of intellectual drill for those who never advance further than the elements. The standard classical works which have, by long experience, been proved to be best adapted for instruction in the ancient languages will be adopted in this College. In studying these it will ever be borne in mind that a critical comparison of the various forms of human speech as expressive of thought in all ages, having especial reference to the acquisition of greater power over our own, is one of the chief ends in view in pursuing a course of classical study."

~~The text-books selected by Professor Smith were:~~ "Sophocles' Grammar, Xenophon's Anabasis (Boise), Arnold's Prose Composition, Homer, Selections from Greek Literature, Lectures on Greek Antiquities." ^{William B.} ~~Dr~~ Professor ^{A. M.,} Phillips, who succeeded Professor

as professor of Greek and German

Smith in 1870-72, added Sophocles' Greek Lessons, Hadley's Grammar, Liddell and

Scott's Greek-English Lexikon, Anthon's Greek and Roman Antiquities, and Smith's Clas-

sical Dictionary. *P. The raising of the importance of Greek in the college course -*

William B. Phillips, A.M., became professor of the Greek and German
languages from 1870 to 1872, and in the former year, President Parrish emphasized at the
meeting of the stockholders "the prominence which it is intended to give to the

Physical and Natural Sciences." In response to the further emphasis laid by others

upon "the advantage of the study of the modern languages, in preference to the devotion

of years to the ancient classics," and "with a view to meet the large demand for a full

Scientific Course, independently of the study of the Ancient Classics", the board report-

ed at the same meeting that it had "so arranged the studies that the degree of A.B.

may be obtained without the study of the Ancient Languages."¹

William Hyde Appleton, A.M., succeeded to the professorship of Greek and German

in 1870, and continued to serve as professor of Greek until 1909. The policy of 1870

in regard to giving no Greek for the Scientific Course, and leaving it optional in the

Classical Course, was continued. But in 1877, the board confessed that "the study of

the Greek language has never held exactly the place in our College Course that we could

desire. It has been entirely optional, and the result has been that each year we have

graduated, with the degree of Bachelor of Arts, students wholly unacquainted with one of

the great classical languages of antiquity. During the present year, however, we have

a far larger number of students pursuing the Greek than ever before, and we may mention

the peculiarly gratifying fact that, of the students of the *Classical Department in the Senior* ^{two,} ~~one,~~

~~have elected Greek,~~ *and in the Junior Class all but one, have elected Greek?"*

[Insert p. 60²]

Illustrative of the enrichment of the courses in Greek under Professor Appleton,

are the text-books which he added, as follows: Goodwin's Grammar and Greek Moods and

Tenses, White's Beginner's Greek Book, Jones and Boiss's Greek Prose Composition, Felton's

and Ferrard's Greek Historians, Plato's Apology, Phaedo, and Crito, Sophocles' Antigone,

1 - Stockholders' Minutes, 1870, p. 3.

2 - Ibid., 1877, p. 49.

Euripides' *Alcestis*, *Iphigenia in Tauris*, *Hecuba*, *Medea*, Demosthenes' *de Corona*, Lysias, Isocrates, Aeschylus' *Prometheus Bound*, Xenophon's *Memorabilia*, Aristophanes, the Lyric poets, and selected Idylls of Theocritus.

In 1888, he introduced the study of the Greek Testament and Modern Greek (readings in Vincent and Dickson's *Handbook*, with colloquial practice). To strengthen this conversational ability, he required "exercises in Greek Composition with much practice in sight-reading." His treatment of modern Greek included Gardner's *Short and Easy Modern Greek Grammar*, modern Greek ballads, the Greek version of Anna Sewall's *Black Beauty*, and newspaper Greek illustrated by the New York *Atlantic*. The Greek Testament was read usually in the beginner's class. Commenting on the reading of the New Testament Greek, Professor Appleton said that it was "a part of the course which is always found interesting and profitable by the students of the class"; and of the study of "Modern Greek, both as written and spoken", he said: "The complete study of a language seems to require that each period of its history should receive some attention, of course in due proportion to the relative importance of the different periods."

Certainly the Modern Greek should come in for at least a brief notice, being as it is the living representative of the ancient tongue, and showing, even in its debased condition, the unmistakable features of its original. It has acquired for us, moreover, an additional interest and claim in the present century, in view of the remarkable regeneration of the Greek people since the recovery of their independence after four hundred years of slavery to the Turks.

"The Greek language has never died, and the language and the people, as we well know, are very much alive. The Greek of today, though changed in many ways, is yet based upon the old language, and is easily mastered when one has studied the ancient tongue. The Greeks are growing in importance each day, and Athens is yearly visited by thousands of tourists. In view of this fact it is certainly suitable that the Modern Greek should come in for at least a brief notice in our courses as the living representative of that ancient

1 - *Ibid.*, 1888, pp. 14 - 15; 1897, p. 26.

speech, which is thought worthy to receive so much attention from scholars."

In 1890-91, also, a "Greek Seminary" was started, and it lasted until 1896, when it was merged in a "Classical Club." The latter club included the departments of Greek, Latin, and history, and was presided over in 1896-97 by Professor Appleton, in 1897-98 by Professor Hull, in 1898-99 by Professor Price. It was then superseded by a "Latin Society." ^{In 1890, also,} Greek ~~then~~ became a prescribed study leading to the degree of A.B., with two years required of those who presented the requisition for admission to college, and four years for others.

In dealing with Homer, Professor Appleton required the first six books of the Iliad and books IX to XII of the Odyssey, with "outside reading of other parts of the poems in sight-reading and in English." In Herodotus and Thucydides, their books VI and VII were read, with historical accounts of the period in English; and English versions of the other plays of Aeschylus and Sophocles supplemented their Prometheus and Antigone. Beginning with 1895-94, Professor Appleton lectured in the English department on Greek and Latin authors, with special stress on Homer's Iliad in Pope's translation; and when, in 1899, he gave a course in that department on World Literature, he dwelt chiefly on Homer and Dante.

LATIN

Edward H. Magill united in the first three years the duties of principal of the preparatory school with those of the professorship of the Latin and the French languages and literature. In 1872, he became president of the college and professor of mental and moral philosophy; but from 1873 to 1883, and in 1884-85, he again united the professorship of Latin with the presidency.

The preliminary statement under Ancient Languages in the first catalogue - quoted above under Greek - was doubtless Professor Magill's and Professor Clement L. Smith's joint product. It provided that Latin should be studied two years in the preparatory school and two years in the college. Harkness' grammar, reader, and prose composition and Hanson's prose book were the first text-books in the preparatory school; and

Harkness, Zumpt, Hanson and Rolfe's poetry, Ramsay's Roman Antiquities, Baird's Classical Manual, Livy (Lincoln's selections), Horace's Odes, Cicero's De Clari^S Oratoribus, De Senectute, and De Amicitia were the first used in the college. To these, Professor Magill added Chase's Virgil's Aeneid (Books III and IV), Caesar, Cicero's Orations, Livy (Books XXI and XXII), Tacitus' Agricola and Germania and selections from Juvenal.

For the Scientific Course, begun in 1875, Latin was not required, "though a sufficient knowledge of that language to enable the student to construe easy Latin prose is earnestly recommended."¹

From 1872 to 1878, Eugène Paulin was professor of Latin, as well as of French, and he added Horace's Satires and Epistles to the text-books mentioned above. At the end of Professor Paulin's professorship of Latin, the board reported² that "the present course of instruction in the Latin language is more complete and satisfactory than it has ever been before. Latin is now required in all classes of the Classical Course, after entering Class B of the Preparatory School, until graduation. Our course in this department is now about as full as that required in any other American college. Several of our graduates have been admitted to the Junior Class in Harvard, and not required to pursue the study of Latin farther in order to graduate, showing that the amount of Latin read here is deemed sufficient elsewhere."³

Professor Paulin's other duties became so onerous that he was obliged to give up his work in Latin, in 1876, when the professorship was again assumed by Professor Magill⁴ (1878 - 83 and 1884 - 85), with Mary L. Austin as assistant professor (1878-85). Under⁵

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- 1 - Stockholders' Minutes, 1875, p. 48.
 - 2 - ~~Stockholders' Minutes~~, 1877, pp. 48 - 49.
 - 3 - One of these graduates was Herbert Weir Smyth, A.B., Swarthmore, 1876, Harvard, 1878, Ph.D., Göttingen, 1884, who became professor of Greek at Bryn Mawr, 1888-1901, and Harvard, 1901-02, and Eliot Professor of Greek Literature at Harvard, 1902-1925.
 - 4 - In 1883-84, Professor Paulin again took over the professorship of Latin from President Magill, who took it back again in 1884-85.
 - 5 - Miss Austin had been teacher of Latin and History, 1870-71; teacher of Latin and English Branches, 1871-72; instructor in Latin and English Branches, 1872-75; and instructor in Latin, 1875-78.

Professors Magill and Austin, selections from Lucretius were added as a text-book, and "translations at sight" were emphasized in their teaching.

Henry W. Rolfe, A.M., became the first full Professor of Latin, from 1885 to 1890, and began his work with the announcement that "lectures will be given on each author read, and with them translation from such of his works as are not studied by the class. In connection with book I. of Livy there will also be lectures on the credibility of early Roman history; and in connection with the study of Plautus (or Terence), lectures on the Roman drama, with translations from many plays. The lectures on mythology and those on art will be illustrated.

Professor Rolfe divided his courses into four parts, namely, reading, composition, supplementary study, and voluntary work. His readings included, in the freshman class, two books of Virgil and six orations of Cicero, with Ovid at sight; in the sophomore class, Cicero's first Philippic, Sallust's Catiline, and Books I and XXI of Livy, with Sallust's Jugurtha at sight; in the junior class, Horace's Odes and ~~Epodes~~ ^{Epodes}, ~~De Senectute~~ ^{Cicero's} De Senectute and De Amicitia, with Cicero's De Oratore at sight; in the senior class, Horace's Satires, one comedy of Plautus or Terence, Tacitus's Agricola, Cicero's Tusculan Disputations, and selections from Lucretius, with Cicero's De Officiis ⁱⁱ at sight. In composition, he used Harkness and Abbott's "Latin Prose through English Idiom", with sight translations into Latin and extemporaneous essays in Latin. His supplementary studies included lectures on the elements of comparative philology with especial reference to Latin syntax and vocabulary; lectures on Roman religion and mythology; Crutwell and lectures on the history of Latin literature; lectures, with supplementary reading, on the history of Roman art, and an account of its remains. He held a seminar for the three higher classes for voluntary work in the history and literature of the late Roman republic, in mythology, the life of Horace (his surroundings, friends, character, and belief), and in Roman philosophy and art.

This well-rounded course Professor Rolfe continued, with the aid of Ferris W. Price as assistant professor, adding to the readings two orations of Cicero instead of

Virgil's two books, the *Trinummus* of Plautus, Terence's *Phormio*, Pliny's *Epistles*, Tacitus' *Germania*, three essays of Seneca, Persius' *Satires*, Martial's *Epigrams*, and Allen's "*Remnants of Early Latin*." In the three Latin seminars^S (Senior, Junior and Sophomore), Virgil, Ovid, Horace, Catullus, Tibullus, Propertius, Plautus and Terence, Roman life and art became the authors and subjects discussed.

Professor Rolfe's seminars^S were "consolidated" into a "Latin Society", in 1888,¹ and this was continued by Professor Price^(Professor of Latin, 1890-1909)² who wrote of it as follows: "In these days of rapid advancement, the importance of collateral reading in connection with all branches of study cannot be overestimated. This need had long been felt in our study of the ancient Latin writers, but it was not until recent years that any decided movement was made. In 1885, Prof. Henry W. Rolfe organized the society after the plan of the (seminars) in the German universities, and gave it the name of the 'Latin Seminary.' The organization did not presume to make as deep or extensive investigation as the German universities, yet the work was so arranged that in time an ideal seminary could be developed.

[in the "Latin Seminary"]

"Our attention has successively been directed to mythology, ancient art and customs, famous buildings of Rome, translation of Horace into English verse, and study of the construction and arrangement of the Roman house. This year [1891-92] the author under consideration is Cicero, treating in detail his life, oratory, and philology, and many discussions have been held regarding the varied glimpses of his character. The meetings are interesting and instructive, and the wide range of subjects brought before the students from time to time serves to lay a firm foundation for further investigation in the classical world."

In 1895, Professor Price decided that, "in order that the topics under discussion in the Seminary could better supplement the work of the upper and lower classes, it should be divided into two sections, namely, the Senior and Junior, and the Sophomore and Freshman.

1 - Cf. cartoon in *Halcyon*, 1890, p. 63, 1891, p. 69, 1892, p. 69.
2 - *Halcyon*, 1895, pp. 109-110.

The first of these made a study of Lanciani's 'Ancient Rome in the Light of Modern Discoveries,' and Becker's 'Gallus', took up several of Pliny's Letters, made metrical translations of a number of Latin Classics, and studied especially the religion, family life, and customs of the Romans; while the Sophomore and Freshman section looked into the site, ruins, and topography of Rome, and studied the customs, manners, and habits of the Romans during the Golden Age of that ancient city."

In 1895-96, Professor Price reunited the two sections of the seminary, which studied "that part of the local history of Rome, with its public buildings, its mythology and its art, which cannot, because of the limited time, be acquired in the class-room." The sources of information which were used were of two kinds: "immaterial things, comprising languages, Roman laws, social customs, etc., and material things, embracing works of art, coins and medals, stone clubs of all kinds, manuscripts, and inscriptions on stone and bronze tablets." Book reviews and "answers to queries" were also part of the seminary work.

Reporting on his work in 1896 and 1897, Professor Price said: "In the selection of the authors to be read, and in the arrangement of the courses, two objects have been specially kept in view. First, it is the aim to give a good general idea of the language and literature of the Romans. For this purpose, the reading covers a rather wide range, extending from the earliest forms of the language - in inscriptions and elsewhere - to the mediaeval Latin, as represented by the Christian hymns.

Second, we endeavor to catch the spirit of the ancient world, to bring the old life into close and obvious relations with that of to-day, searching in it for the sources of modern institutions and thought.

"The Latin Society which has been an important feature in the work of our department has been discontinued for the present year. In its stead there has been formed a new organization called the 'Classical Club', composed of professors and students in the departments of Greek, Latin, and Ancient History. The objects of the new association are almost identical with those of the old Latin Society, except that the field of study will be considerably

1 - Halcyon, 1895, p. 54, 1896, p. 50, 1897, p. 62.

2 - Stockholders' Minutes, 1896, p. 23; 1897, p. 27.

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broader. The subjects for discussion will no longer be exclusively Roman, but such as will be of interest to all classical students. . . .

"The aim of our Latin course as a whole is, however, not only to give students an extended knowledge of grammar and vocabulary, and facility in translation; but much more to put them in touch with the spirit of Graeco-Roman life, institutions, thought, and literature. This side of Latin study, when judiciously presented, is more attractive to the average student than the strictly philological side, and certainly not less profitable. The College graduate's equipment for life should consist not only of a well-trained, vigorous mind, but should include a wide familiarity with what the race has learned and done in the past."

Professor Price, who headed the department from 1890 until his death in 1909, carried out the ^{class-}program adopted by Professor Rolfe, adding to its content "hymns and other late Latin", Virgil's *Georgics*^S, Plautus' *Captivi*, and Cicero's *Pro Roscio Amerino*.

At the end of the period (1901-02), six courses in Latin were offered, the last of these being a beginners' course, open to Juniors and Seniors who offered no Latin for admission to college, and required of all such students leading to the degree of bachelor of letters. ^{This} ~~It~~ was "a rapid study of the essentials of Latin grammar, followed by considerable carefully graded reading, emphasis being laid upon the most important features of the Latin language and Roman life."

At the end of the period, too, the catalogue contained the first justification, since that of 1869-70, of the study of Latin; this was succinctly stated as follows: "The courses in Latin, in connection with the Greek and other allied studies, are believed to constitute, now as in the past, one of the most important means of intellectual discipline and of general culture, and to be an excellent preparation for useful and intelligent life in any of its fields. - - - There is an especial effort made to supplement the regular readings, and grammatical and philological drill, with references to the life, manners, and achievements of the wonderful race whose literature is being studied. As far as possible, these are brought into some comprehensible relation with our modern life, and given a

reality and value as guides in understanding and solving present-day problems."

MATHEMATICS AND ASTRONOMY

When the college opened in 1869, there was no professor in this department, but Susan J. Cunningham was appointed Teacher of Mathematics, and she taught algebra "through Quadratic Equations" and plane trigonometry and surveying¹ to the first freshman class, - as well as arithmetic, algebra, and geometry to the three preparatory classes.

The first catalogue stated - under the heading Mathematics and Astronomy - that "the study of Mathematics, valuable alike in its practical utility and in strengthening and training the reasoning powers, holds an important place, particularly in the early part of the course, being required until the end of the sophomore year." For the sophomore year, the catalogue provided plane and spherical trigonometry, conic sections, and spherical projections.

No course was prescribed for the junior or senior year; but the catalogue stated that, "in the last two years of the course instruction will be given to those who desire it, in the higher Mathematics and their application to the more abstruse problems of Physics and Astronomy." Accordingly, an elective course in advanced algebra, analytical geometry, and differential and integral calculus was promised for the junior year.

No changes in content or text-books were made in 1870-71, and the catalogue for that year stated, in a foot-note to a blank space for the name of the Professor of Mathematics, that "the duties of this chair are, at present, performed by Susan J. Cunningham." This foot-note was repeated in 1871-72; but from 1872 to '74, Miss Cunningham served as Assistant Professor of Mathematics, from 1874 to '86 as Professor of Mathematics, and from 1886 to 1906 as Professor of Mathematics and Astronomy. During the first thirty-three years of this period, (1869-1902), her courses and text-books were as follows:

In algebra: Alsop's, Olney's higher, Wells' lower and higher, Wentworth's college, Charles Smith's, Burnside and Panton's theory of equations;

1 - Surveying was transferred to the department of Engineering in 1876.

in geometry: Davies' Legendre, Wheeler's plane, Halsted's, Loney's plane, Phillips and Fisher's solid, Olney's analytical, Byerly's Chauvenet, Charles Smith's solid analytic, Clebsch-Lindemann's plane analytic;

in trigonometry: Gummere's plane, Lewis' plane and spherical, Chauvenet's plane and spherical, Wheeler's plane, Loney's advanced;

in conic sections: Todhunter's, Charles Smith's;

in calculus; (differential and integral): Olney's, Williamson's, Byerly's, Edwards' and Pelland and Tait's Elementary Quaternions^{TV}.

When, in 1893, an assistant in mathematics and astronomy (Henry V. Gummere, A.~~ES~~) came to Professor Cunningham's aid, the following elective courses were offered:

1. Modern Pure Geometry. An advanced course in harmonic ranges and pencils, the theories of involution, perspective, similar figures, reciprocation, inversion, etc.

2. Higher Algebra, beginning with the theory of equations, and continuing with invariants, etc.

3. Plane Analytic Geometry, including higher plane curves.

4. Solid Analytic Geometry. 5. Curve tracing.

6. Differential equations. 7. Trigonometric series, spherical harmonics, etc.

8. Elementary quaternions^{TV}.

In 1877, the board expressed its estimate of Professor Cunningham's work as follows: "The department of Pure Mathematics, continuing under the same care as from the opening of the College, is in a very satisfactory condition. The requirements for entering our Freshman Class are here quite equal to the average of the best colleges in the country, and the amount and quality of work done during the College course will bear a very favorable comparison with that done elsewhere. This important study is required of all students in the Engineering Course in their Senior year. An elective course in the higher mathematics, and in theoretical and practical Astronomy, is also offered to the classical students in their Junior and Senior years."

As in most colleges, the work in mathematics was considered fair game for the

Stockholders' Minutes, 1877, pp. 52-53.

college wits, and The Halcyon contains numerous caricatures of Professor Cunningham and her slogan, "Use Thy Gumption." The burning of "Legendre" on a funeral pyre when "beloved Geometry" was successfully passed, and "Addresses to C. Smith" were favorite themes. For example:

When Indian summer reigns supreme,
When skies are soft and clear,
On meadows shorn of all their green
A newer, tenderer growth is seen,
And that is aftermath.

When haggard students pass you by
With sad and downcast head,
And cannot joke or make reply,
Or even smile, but only sigh,
Why that is after Math.

Again, under "Bells, Bells, Bells", we find the stanza:

Ring out the grief that saps the mind
When summoned to that class-room door,
Where C. Smith happily reigns no more:
Ring in redress to all mankind.

And under "The Same Old Story":

No Swarthmore Halcyon e'er should go
From this dear, pleasant nook,
Without some kindly reference made
little patting shot
To C. Smith's charming book.
At } C. Smith's } awful

His Algebra, when it you see,
What { pleasure true } it sends;
 { agony
To { Swarthmore's annual catalogue
 { many a Swarthmore student's heart
What { dignity it lends.
 { doom it e'er portends.

Since garnet is our college flag -
And to it we are true -
We feel so glad that } garnet cloth
We cannot see why }
Doth cover C. Smith's view.

C. Smith { the friend } of students all,
 { the foe
You're far beyond our ken;
Upon this earth you'll never know
What good } you've done to men.
What harm }

Finally, "Address to C. Smith":

O thou who evolutes and involutes.
And ranges all in series.
Who squares, cubes, and reciprocates.
And every sane man wearies:
Full fain would we thy person
By zero multiply.
Put thee beneath a radical,
With a minus sign thereby,
Then take the thousandth millionth root
Of thy rationalizing factor

1 - ~~The Halcyon~~ for 1890, p.119. 2. The Halcyon, 1890, p.122. 3. Ibid, 1898, p.137, 1900, pp.117, 119.
4. Ibid, 1903, p.150. 5. Ibid, 1900, p.119. 6. Ibid, 1899, p.141. 7. Ibid, 1898, p.137

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"And see if on this honest earth
Thee still would be an actor.
"And we would converge and diverge,
"Combine and permutate thee,
"Divide thee oft with piles of shot -
"In fact eliminate thee.
"What bliss, what joy the future 'll see
"With thee an unknown quantity."

Astronomy

A course in astronomy was prescribed by the first catalogue for the sophomore class, with Herschel's Outlines as a text-book; but it was not until 1876-77, that a course was offered as an elective for the seniors, based on Loomis's Astronomy and Chauvenet's Spherical and Practical Astronomy. For three years (1877-80), an elective course was offered to the seniors in engineering on Descriptive Astronomy and Determination of Meridian, Time, Latitude and Longitude. The former course (based on Chauvenet) continued to be given yearly throughout the period, and two other courses were added before 1902.

As early as 1874, the board had stated: "Physical Astronomy having also ¹ [in addition to Uranography] been introduced in the Senior Class, Astronomy is now taught both in the College and the Preparatory School. An Observatory is one of the future needs of the College, but one which we had better not attempt to supply until the means to build and equip it properly are at our command."

Just after the Fire of 1881, the board reported: "While the department of ² Mathematics and Astronomy has continued under the same management as it has been since the foundation of the College, and the usual high standard maintained, a deficiency has long been felt in the want of a suitable supply of Astronomical instruments for the most successful pursuit of the study of Practical Astronomy, which deficiency will be remedied before another year, and we hope also that an Observatory will be built upon our grounds at no distant day."

The "distant day" came in 1885, when the board reported: "Preliminary steps ³ have been taken to supply the need referred to in the last Annual Report, of a well-

1 - Stockholders' Minutes, 1874, p. 48.

2 - Ibid., 1881, pp. 15 - 16.

3 - Ibid., 1885, p. 17.

quipped Observatory. Through the persevering and well-directed efforts of our professor of mathematics, Susan J. Cunningham, over \$4000 have now been subscribed by interested friends and suitable instruments can be ordered at any time. It is proposed to erect the building near the east end of the College during the coming spring. This will form the most desirable addition to our department of mathematics."

The next year, it was reported that an astronomical observatory had been erected, containing a transit-room (with an instrument of three inches aperture, mean-time clock, chronograph and barometer), a pier-room (used as a sidereal clock-room), a work-room with a small astronomical reference library), and a dome (containing an equatorial of six inches aperture, a micrometer and a spectroscope).¹ [erect pp. 72¹⁻²]

A Signal Service Station of the Pennsylvania State Weather Bureau, "fully provided with the necessary meteorological and other apparatus", was connected (in 1887) with the observatory, and monthly reports were made to the Meteorological Committee of the Franklin Institute.

With this equipment, descriptive astronomy was added, in 1888, to the former course, - with Chauvenet's Spherical and Practical Astronomy and Young's General Astronomy as text-books, and with Ledger's Sun and Planets and Agnes Clerke's "History of Astronomy of the 19th. Century" for general reading. Professor Cunningham's assistant, ^(Henry B. Sumner) coming in 1893, made possible during the next nine years the giving of a third course, namely, Theoretical Astronomy: Orbit Determination.² In 1895, Professor Cunningham reported: The small three-inch telescope owned by Benjamin Hallowell has been procured, and presented to the College by the kindness of a few Friends who were desirous that this instrument should have a resting-place at the college which he loved so much. The students in Astronomy will use this telescope at all times freely. A twelve-inch reflector has been

1 - The transit and equatorial were constructed by Warner and Swasey, of Cleveland (the glass of the equatorial by Alvan Clark and Sons), and the spectroscope by Brashar, of Allegheny. The board stated the cost of the observatory to have been "about \$6,000, most of which was raised by the indefatigable exertions of Susan J. Cunningham, Professor of Mathematics." *The Alumni Association appointed a committee on the Observatory, which also*

2 - ~~Ibid~~ 1895, p. 27.

holders' Minutes,

helped to raise the requisite funds; cf. Phoenix, Vol. V, pp. 50-51.

1886.

the principal of the Germantown public school.

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loaned to the college by William Stephens, } The mirror of this instrument is a remarkably fine one, and it is intended that all students who wish may have very frequent opportunity of viewing through it objects of interest in the heavens. Improvements have been made in the observatory by placing small electric lamps for circle reading and lighting wires in the place of oil lanterns in use before. The batteries for running these lamps are in the observatory."

A seismograph, "of the most approved construction, which records by photographic process any vibration of the crust of the earth", was added to the observatory in 1899, and *the college was made a Pennsylvania station for the observation of such phenomena;* but no other marked change was made in the work or equipment of the department until 1906, when Professor Cunningham retired, and Dr. John A. Miller became Professor of Mathematics and Astronomy.

The class in Physiography took over the display of the Pennsylvania Signal Service flag, on the dome of Parrish Hall, in November, 1895; and in April, 1897, new bulletin boards were placed in the second floor alcove [of Parrish Hall] on which were posted "pilot [Copy Phoenix, vol. XVI, p. 150.]"

NATURAL HISTORY

(Botany, Zoölogy, Anatomy, Physiology, Hygiene, Sanitation, Biology;
Mineralogy, Geology; the Museum)

Perhaps the widest "setee" occupied by any one professor in the college was that which the first catalogue called "Natural Sciences", and which it listed as botany, mineralogy, geology, comparative anatomy, zoology, and physiology. President Parrish, besides acting as Professor of Ethics and of Chemistry, was also Professor of Natural Science; and, with the aid of a non-resident Lecturer on Natural History, grappled manfully with these varied sciences. It is small wonder that in his statement regarding them in the catalogue he said: "These studies furnish the mind with a vast array of classified facts which, by the study of the Types of Creation during the senior year, are clothed with their highest significance."

Fortunately for him, perhaps, he met before his retirement only one freshman and one sophomore class, to whom he taught only botany, zoölogy, physiology, hygiene, mineralogy and geology. He had planned to add to these for the senior class "typical forms in Creation" and comparative anatomy; but his retirement at the end of the first semester in 1870-71, left his work for the rest of the year, in botany, zoölogy, anatomy, physiology and mineralogy, to an instructor. The text-books used for these were Wood's and Gray's in botany, and Medlock's Wonders of Nature.

For fifteen years after Dr. Parrish's retirement, the college was most fortunate in procuring the services of that eminent scientist, Dr. Joseph Leidy, M.D., L.L.D., as non-resident Professor of Natural History. Beginning with 1871-72, Dr. Leidy gave an annual series of eighty lectures, prescribed for all freshmen and sophomores, and open to all other students in the college and preparatory school! On the basis of the lectures, an oral examination was held once a week, and a written one once a month. The course

f- This was Adrian G. Ebell, Ph.B., M.D., who served only one year.

included zoölogy, comparative anatomy, physiology, mineralogy, and geology. [Insert p. 75]

The next year, Dr. Leidy increased the number of his lectures to one hundred; but the subjects treated remained the same. Thereafter, no formal statement for the department occurs in the catalogue until 1880-81, the same subjects being listed under both classical and scientific studies.

BOTANY

Dr. Leidy included some botanical instruction in his lectures, but the details of study were left to his assistants. The first of these, from 1869 to 1873, was Susan W. Janney ("teacher of penmanship and botany"; after 1873, "instructor in botany"); but the preparatory students alone seem to have taken it until 1875, when it was introduced, "after 4th mo. 1st", in the sophomore class, in the junior and senior classes the following year, and in the freshman class in 1878-79. Miss Janney was succeeded from 1878 to 1894, by several instructors who taught, besides botany, elocution, or biology, or served as assistant librarian.

In 1879, Dr. Leidy began a collection of botanical specimens in the natural history museum. The Great Fire, two years later, destroyed this museum, but a new one was immediately started, and in 1886 the college received "the Eckfeldt Herbarium, consisting of over two thousand plants illustrative of the flora of Pennsylvania"; the Annie Shoemaker collection of botanical specimens was acquired in 1899.

The successor to Dr. Leidy (Assistant Professor Charles S. Dolley; Professor, 1886-98) amplified the course in botany, in 1885-86, and stated: "During the Fall and Winter months the time is occupied with Vegetal Anatomy, Histology, Physiology and general Morphology; the use of the microscope, making sections, etc. During the Spring and Summer, all the exercises are held in the Laboratory, and are accompanied by the dissection and analysis of illustrative plants. Each student prepares and names a collection of plants of the vicinity." He introduced also "class exercises and laboratory-work in Cryptogamic Botany"; and ~~of~~ an advanced course, he stated: "It is intended in this course to furnish students with a working knowledge of those kinds and parts of plants commonly

neglected. Fungi, algae, lichens, mosses, liverworts, ferns, grasses, sedges, etc., will be studied in turn, in so far as material and time will allow, and to a extent sufficient to enable the student to appreciate their relations and to continue the subject by himself. A conservatory, convenient to the work-tables, will furnish materials for study, which will be carried on by means of simple and compound microscopes of the latest and most approved construction, and apparatus for the cutting of sections and preparation of specimens. Lectures on the geographical distribution of plants, the life histories of special cultivated plants, and on applied botany, will be delivered at intervals throughout the year. A set of reference works on structural and cryptogamic botany will be found in the laboratory, and is at the disposal of the students under the same conditions as the works on Biology." [insert p. 76]

Dr. Dolley further stated that, "for the purpose of instilling a love of plants and encouraging outdoor exercise, a garden has been established, in which, students wishing it, may have a plot of ground assigned to them. Here they may plant flowering plants and attend to them under the supervision of the Instructor in Botany." ¹ Thus was realized ² in part the ideal of Benjamin Hallowell expressed for the college thirty years before.

Dr. Spencer Trotter became Professor of Natural History in 1888, and carried on the work in botany as Professor Dolley had organized it, except that in 1888 he started ³ Botany Club, and in 1890-92 the advanced course was omitted from the regular curriculum and specially arranged for with the professor. In 1892-93, a course was required of all seniors in "Agricultural Science, embracing ^{a study of soils, plant physiology, economic entomology, economic} mycology, and forestry". Potter's "Agricultural Botany," was used as a text-book. In his course on the elements of botany, he stressed the "examination of the tissues of the plant and consideration of the physiology of cell-life and of plant morphology", with a "working knowledge of the microscope", and the use of Gray's "Botany" as a text-book. [To p. 76-1.] 192.

- This garden was on the land east of Parrish Hall, near the site of Dean Bond's rose-garden.
2 - Cf. Vol. I, pp. . In 1887, also, the herbarium of W. S. Alliday Jackson of West Chester, Pa., was purchased and presented by two friends of the college.
- The Halcyon, 1890, p. 62, 1891, p. 126 (the latter a satire).

By 1897, Dr. Trotter reported on the study of botany in the college by saying:

the character of the student body and the attitude of mind toward the subject ^[biology] have, like-
 se, undergone a marked change. From a beginning of 'Natural History' lectures to interest-
 classes it has, year by year, advanced to a point of view where the profounder problems
 life are sought out and explained from the facts presented. By way of example: The
 freshman course in Botany began in the time-honored study of plant analysis and specific^{es}
 termination almost exclusively. It has developed into a study of vegetable structure and
 physiology; the interpretation of the deeper meaning of plant life as seen in its varied
 phenomena and relations and the application of observed facts to agriculture and other human
 ends. This required the use of the best prepared sections made under the micro^oscope, and
 the most lucid explanations by drawings, lectures, field observations, and the best text-
 books that I can apply to the subject." 1 ibid, 1897, pp. 31-32. [insert p. 76²]

career as a surgeon, and was awarded L.L.D. at Pennsylvania in 1919, and Sc.D. at Swarth-
 more in 1920. A leader in varied student activities, Edward Martin left a memorial of
 himself in three songs which have been perennially sung at the college on festive occasions.
 These are entitled "Foxy George",¹ "Tom Dolphin", "The Supp",² and "Rachel had a Little

Lamb."² [insert p. 77⁴]
~~Dr. Leidy's successor, Professor Dolley (1885-88)~~ ^{Professor Dolley,} Dr. Magill informs us,³ "had
 recently returned from abroad, where he had been pursuing his studies in Zorn's Biological
 Laboratory in Naples. He entered most zealously upon his new duties, and the work of this
 Department was greatly extended, Dr. Dolley giving us three entire days each week, whereas
 Dr. Leidy had given us but a few hours weekly of his valuable time. Under Dr. Dolley the
 College opened a Biological Laboratory for practical work, and made Biology an elective
 study for all who desired and were prepared to enter upon it." He restored the course in

1 - In cooperation with G.E.H. Weaver, 1882.
 2 - In cooperation with J.E. Veree, 1883.
 3 - The Halcyon, 1902, p. 17. ²⁷

Systematic Zoölogy, and required "laboratory work in the examination or dissection of the various animal types." Recognizing Biology as an independent science, he gave a course on "General Biology, as an introduction to the study of the facts, methods and principles of Biology, and preparatory to the other course^s." A separate course of lectures in Physiology and Hygiene was given by him and "prescribed for the young men in the Freshman Class", while "a separate but similar course" was given by Susan P. Stackhouse, M.D., to the freshmen² women.

Professor Dolley continued the courses in Geology and Mineralogy, the latter including "crystallography and descriptive mineralogy, with practice in determining minerals by their physical properties and by means of the blow-pipe." Two courses in Botany were also given; and Free-hand Drawing was required of "all students taking courses in Natural History, if they are not already qualified in that subject."

In 1886-87, Dr. Dolley was promoted from assistant professor to professor of natural history, and was given an assistant in botany. He continued to give courses in general biology, zoölogy, botany, physiology and hygiene, geology, and mineralogy.

Of his course in general biology, he stated: "This course in life-science is intended to lead students to an intelligent understanding of the phenomena of their own existence and of the living things about them. Besides its value as an element of general culture, the engendering of habits of close observation, neat handedness, and quick perception, it will be found of special value to such as contemplate taking up the study of medicine after completing their College course."

The first year's work in biology, he summarized as follows: "Manipulation of microscope; differences between living and lifeless bodies; difference between animals and plants; elementary structure of living bodies; elementary chemistry of animals and plants; physiological functions of animals and plants; the biology of some particular plants, and of some particular animals." In the second year, he stressed practical studies in comparative osteology and the dissection of types of backboned animals, and laboratory exercises on the embryological development of the chick.

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In his course in zoölogy, Dr. Dolley lectured on "various groups of animals, their classification, anatomy, development, distribution, and habits: vertebrates and invertebrates are considered in alternate years, thus carrying each class over the entire field; the lectures are illustrated by means of a large collection of colored charts and diagrams, and by specimens from the very complete set of skeletons, stuffed and preserved animals, shells and fossils."¹ He repeated his statement of the previous year on mineralogy, adding that students of the subject would have access to the "Leidy Collection of Minerals"; and he said of his lectures on geology that they were "illustrated by numerous charts and diagrams, and by specimens from the excellent collection of typical rocks, minerals, and fossils."²

The year 1887-88 saw no change in the courses given, but of them as a whole, Dr. Dolley stated: "The subjects are so arranged throughout the four College years, that they form a graded course, admirably adapted to the purpose of training young men and young women in the right methods of thinking about and interpreting the problems continually presented to them by natural objects." The arrangement of these "graded" courses was Zoölogy, Botany, Physiology and Hygiene, General Biology, Mineralogy, Geology.

Thus it is seen that Biology was no longer regarded as introductory and preparatory, but came fourth or fifth in the list as a climax to the study of animal and plant life. The biological laboratory ^{was} he praised as being "well lighted by windows on the north, heated by steam and supplied with all the appliances, microscopical and otherwise, needed for the work carried on; a conservatory and numerous small aquaria furnish a constant supply of material for study, both in the course in Biology and in advanced Botany."

Of Mineralogy and Geology, Dr. Dolley said: "Informal discussions of geological problems, and how to treat them, accompany the practical study of hand specimens in the laboratory. This is followed by tramps through neighboring quarries, railroad cuts, etc., hammer in hand, under the personal supervision of the Instructor."

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1 - Supplementing the work of the class-room, he held a "Biological Seminary"; [cf. Cartoon in The Halcyon, 1899, p. 53.]
 2 - In 1887-88, he used Winchell's "Geological Studies" as a text-book in this course.

In 1888, Spencer Trotter, M.D., succeeded Dr. Dolley as professor of natural history, and he continued the courses and catalogue statements of his predecessor.¹ The title of Professor of Natural History was changed, in 1891, to Professor of Biology and Geology, and Dr. Trotter retained this title until his retirement in 1928. In accordance with his new title, he changed his courses, in 1892-93, placing the Elements of Biology first, and using as text-book for it Orton's "Comparative Zoölogy," Trotter's "Abstract of Zoölogy", and a translation of Duchartre's "Elements de Botanique." Following this came a "study of the animals and plants causing disease"; "morphology and physiology" of a high form of animal, with Mivart's "The Cat"² and Huxley and Youman's "Physiology" as text-books; agricultural science; and Geology, with Leconte's "Elements" as a text-book. As "Independent Work", the "preparation and writing of a thesis on some biological subject"³ was required.

In 1896, Dr. Trotter made the following appeal:⁴ "There is an increased number of students in Biology and an increasing interest shown in the work. In all of the classes a course of wide reading is pursued on the various subjects upon which the student is engaged and also discussion of the scientific problems of the day. Still we want more money and better facilities in every way. A new building with a Biological Laboratory on the ground floor and a permanent endowment to carry on the work is one of the desired things of the future. I would at all events suggest the endowment of a "Joseph Leidy Chair of Biology."⁵

It was not, alas, until forty-one years later that the Edward Martin Biological Laboratory and Foundation splendidly realized Dr. Trotter's dream.⁶ The next year, Dr. Trotter reported; "In zoölogy I have this year reached a high-water mark by being able to place in the hands of my Freshman class the broadest and most thoroughly satisfactory outline - as embodied in Hertwig's 'General Principles' (1897). This latest work carries

1 - As a text-book on Geology, he substituted Leconte's "Compend of Geology."
 2 - Dr. Trotter's use of the cat was satirized in The Halcyon of 1902, p. 130, by a pathetic poem entitled, "A Cat's Tale, Told by the Cat." 1906.
 3 - This part of the course in biology was satirized (at the expense of their fellow-students, by the editors of The Halcyon for 1890 (P.77), and for 1891, Ip. 83-84, with cartoon).
 4- Stockholders' Minutes, 1896, p. 33, 28.
 5 - Ibid, 1897, p. 32.

he student through the history of the subject, and presents the facts and problems substantially as they stand before the intellectual world to-day.

"The college education is distinctively a liberal education. The cultivation of a broad outlook upon the world of life and human thought; a spirit of viewing things in their proper relations and perspective; a catholic interpretation of facts should constitute this liberal education, and it is the business of Biology to acquaint each student with those facts and problems which will help to a better understanding of human life."

The arrangement of 1892-93 continued until 1898, with Colton's "Practical Zoölogy", Foster and Langley's "Practical Physiology", Huxley's "Anatomy of Vertebrated animals", and Martin and Moale's Hand-books of Vertebrate Dissection added as text-books. In 1898-99, Professor Trotter re-arranged his courses under the title of Biology as follows: Elements of Botany; Elements of Zoölogy (Kingsley's and Hertwig's text-books, Trotter's abstract); Mammalian and Human Anatomy and Physiology (Mivart's "Cat", Huxley's and Foster's "Physiology", Jayne's and Gray's "Anatomy"); Vertebrate Morphology (Huxley, Martin and Moale); Normal Histology (microscopical study of animal tissues); Embryology (Foster and Balfour's "Elements of Embryology").¹ In 1898, also, (twenty-three years after a similar experiment was made by the department of Chemistry), a Preparatory Medical Course was introduced, with the following curriculum:

1 - Cf. infra, p.

General Biology	96 hours	Histology	72 hours
Zoology	96 "	Physiology.	72 "
Botany	96 "	Physics	72 "
Mammalian Anatomy	96 "	Chemistry	216 "
Embryology.	48 "	Human Anatomy	144 "

Accompanying this, was the statement: "Those who complete the above, with other work leading to the Bachelor's degree, will be granted, with their diplomas, certificates which will admit them to the second year of the course in many of the leading Medical Schools, including the following in Philadelphia: that of the University of Pennsylvania, the Jefferson Medical College, the Hahnemann Medical College."

There was no announcement in the catalogue for 1899-00 of this course; but in that of the next year, was the statement: "In the departments of Biology, Chemistry, and Physics, work is planned to prepare students for the study of medicine. Several leading Medical Schools of Philadelphia and elsewhere will admit to the second year of their courses students who, with their diplomas, present satisfactory certificates of undergraduate work equivalent to the first year of the medical course. Students who desire to take advantage of this arrangement should confer with the professors in charge of the several science departments, not later than the end of their Sophomore year."

Meanwhile, in 1899-00, Professor Trotter renewed the courses in Geology, Sanitary Science and Hygiene, and these were continued to the end of the period, "Geology being considered in relation to Sanitary Science."

THE MUSEUM

The collections in the museum began with a statement of the board in its report of 1869, as follows:¹ "We have need of cases for minerals, birds and other specimens of Natural History, which we already own." The same report included a list of such specimens recently donated, among them "400 specimens of birds, quadrupeds and reptiles of Chester

1 - Stockholders' Minutes, 1869, p. 9-10.

¹ [This footnote is over p. 82¹]

y, Pa., from Ezra Michener, M.D., and Edward Hoopes; specimens illustrative of ^a Athmolt-
the stone age, from Mahlon Carver; Indian arrow head, dug on the grounds of the
age, from B. Franklin Hall; specimens, 51 genera (145 species) of shells from S. Raymond
ts; collections of minerals from Jas. Collins, M.D., and Theodore Rand; parts of human
ston, Chinese opium pipe, etc., from Edward Parrish.

The next year, the board reported¹ that "a collection of Minerals, selected by
essor Leidy, and paid for from funds contributed by Joseph Jeanes, only awaits a place
sort and display it to be added to our Museum of Natural Objects. This Department
he College facilities is worthy of the liberality of its friends. It is designed to be
aged in two collections, one illustrative of the principles of structure and classifica-
and the other, showing, as far as practicable, all the minerals, plants and animals
ne neighboring sections of country. - Thus will the students be prevented from growing up
gnorance of the objects surrounding them throughout life, and many will be inspired with
creased interest in, and love for, the visible works of the Creator."

Dr. Leidy had become a member of the faculty at this time, and it is seen that
egan at once to advocate the development of a museum which should serve as a laboratory
his department of Natural History. Following his selection of minerals as above re-
ad, the board issued the next year an appeal in behalf of the museum which was based on
tribution of \$240.00 ("for cases for the Museum") by six members of the board and
essor Magill.² In its report for that year (1871), the board said:³ "The establishment
proper system for the continuous and orderly collection and arrangement of objects needed
llustrate these several branches of Natural History, has engaged the especial attention
e Managers, and a Committee has recently been appointed to take charge of this subject.
r labors not being completed, no formal report has been made, but they have decided to

¹ Ibid, 1870, p. 7.

² Ibid, 1871, p. 34. The six members of the board were: Hannah W. Haydock (\$5); Jacob S. Bunting (\$10); Lydia M. Stephens, [Edward H. Magill], and Edward H. Taylor (\$25 each), Joseph Wharton (\$50); and Wm. Canby Biddle (\$100).

³ Ibid, 1871, pp. 36-37.

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[Footnote for p. 82]

Edgar Michener was a Quaker and one of the leading physicians of Chester County, Pennsylvania, as well as an eminent botanist and naturalist. He was born in London Grove township, in 1794, and died in Foughkewamon, in 1881. An M.D. in 1818 (at the University of Pennsylvania), he ^{built} a very wide practice, and was especially known for his early use of ergot as a uterine tonic and for a device which he invented for the treatment of femur fracture. An ardent advocate of antislavery and temperance - the founder of the first temperance society in Pennsylvania and perhaps in the United States - he showed his Quaker interests also in writing a useful "Retrospect of Early Quakerism" (1860), and his scientific love in fourteen other books. His collection of 500 species of birds, animals and reptiles, which gave to Swarthmore in 1869 was destroyed in the fire of 1881. Cf. Dictionary of American Biography, XII: 596.

prepare plans at once for show cases to occupy all those parts of the rooms on the fourth floor of the central building which can properly be so appropriated. They propose that all these cases shall be uniform in design, so as to form a sightly and convenient whole; that they shall be well made of black walnut; that a light gallery shall be constructed round the southern room at such a height as to divide suitably the space between floor and ceiling, thus making all that space available; that the floor of the northern room shall be occupied by table show cases, while the floor of the southern room shall remain free for use as a lecture and instruction room for such classes as may need to handle the specimens relating to their special studies; and finally, that from time to time such parts of the entire suite of cases first determined on shall be built as are needed for the exhibition of the specimens on hand, and as the funds provided will allow.

"The committee also propose that no collection shall at any time be received into the Museum on condition of keeping it unbroken and separate from other purchases or contributions, since such condition would prevent the placing of objects in their proper places, the filling out of series by supplying deficiencies, the throwing out of duplicates or worthless specimens, and in short the complete organization of the entire collection into a systematic and orderly arrangement.

"Dr. Joseph Leidy, our Professor of Natural History, who has had much experience in such matters, and is acquainted with most American collections, has lately visited Vassar College, at the request of the committee, to inspect the arrangement of cases and objects in the Museum there, and has prepared a plan, in accordance with the principles named above, which he thinks adapted to our use. Within a short time all will doubtless be in readiness to allow of the building of cases for at least those minerals and other specimens which have already been contributed by the generosity of several of our friends, among which we would particularly mention a valuable collection of fossils, by the heirs of our deceased friend, John Jackson, of Darby, Pa., and we would invite those who perceive the importance of a good Museum, to aid, by their contributions, in bringing ours, as speedily as possible, into a useful working condition."

200.

The board's Committee on Museum, including Joseph Wharton, John D. Hicks, and Taylor, Rachel T. Jackson and Letitia S. Cadwallader, issued the following leaflet furtherance of its work: "The Friends of Swarthmore College are informed, through the 1 report for 1872 [This date should be 1871], that a systematic effort has been commenced for the establishment of a MUSEUM to illustrate the various courses of instruction in NATURAL HISTORY. This movement has already reached the point of determining the general nature and scope of the collection to be made, and of procuring plans and estimates for the construction of cases and appurtenances for the preservation and display of these collections.

"It is clear that to carry out the plans adopted will require an expenditure which cannot be met from the ordinary means of the College, and that a special fund must be raised for this purpose. The Importance of raising such a fund must be apparent to every one who considers that in the study of NATURAL HISTORY, the acquisition of clear and definite knowledge depends largely upon inspection of the objects themselves, and that no description, drawings, pictures, or other aids, can supply their place.

"About \$5000 will be required for the construction of all the cases which will immediately be needed for the Museum, while for the purchase of collections a still larger amount might be profitably expended. To receive the specimens already donated to the College, which will cost \$700 are urgently and immediately needed. Many valuable specimens, particularly those of the Barnard collection, recently purchased by friends of the College, and donated to the Museum, are perishable, and will suffer damage unless suitable provision is promptly made.

"Thou art PARTICULARLY REQUESTED to give for this purpose whatever sum may be convenient to thee, from \$5.00 upwards, and to endeavor to interest any of thy friends who might contribute if thus invited. It is desirable that the subscription should be prompt, in order that the work may not be delayed, and that it should be general, in order that many persons rather than a few may feel interested in the Museum, as being in part their own."

Reporting on the result of this appeal, in 1872, the board said:¹ "An earnest
bid, 1872, p. 39.

and for aid to increase our collection of specimens illustrative of the several branches of this subject, has met with a generous response. The amount raised by this appeal, amounting to twelve hundred dollars, has been expended during the year in the construction of cases for the reception of the specimens on hand, and those which have been purchased to add to the collection. More cases are now needed to contain specimens not yet arranged for want of room. These will be constructed as soon as funds are contributed for this purpose. The contribution of two thousand dollars would enable us to put the Cabinet, for the present, in very good working condition, and it is hoped that friends will contribute a sum for that object during the present year. Those who contemplate making donations to the Museum are invited to examine the present condition of the Cabinet, and the plans which have been proposed by the Committee for its further development. It may be made one of the most interesting and valuable features of the Institution, and it should not be allowed to languish for want of means."

"Valuable additions to the mineralogical cabinet and a fine collection of native and foreign shells" were reported next year by the board, with the statement:¹ "It is now confidently believed that this department will, in a few years, be amply supplied, through the liberality of interested friends, and that it will prove, not a mere museum of curiosities, but a museum in the true and original sense, - a place of study: the study of nature in its various forms."

In 1874, besides reporting an increase in the collection of shells, the board reported:² "A work-room for the Museum has recently been fitted up, furnished with shelves and drawers, and supplied with water and other conveniences for preparing the specimens of Natural History."³ The next year, the proud belief was expressed: "It is believed that there are few if any collections in the country, of the same size, so eminently practical, the object from the first having been so to select and arrange the specimens deposited as to furnish the means of illustration in all the departments of Natural History, and

Ibid., 1873, p. 50.
Ibid., 1874, pp. 48-49.
Ibid., 1875, p. 48

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to make it a mere collection of curiosities."

The department of engineering vacated the rooms adjoining the museum, in 1876, additional museum cases were installed in them, in preparation for further increases the collections.¹ These were reported by the board in 1877, as follows:² "The museum tains specimens fairly representing all classes of the Animal Kingdom, mainly American, of a familiar character, which are considered best for the purposes of instruction. collection contains most of the mammals of our vicinity; about 1000 birds from the ghboring counties; and collections of reptiles, amphibians and fishes, mainly also from neighborhood. The other sub-kingdoms of mollusks, articulates, radiates and protozoons well represented. Besides the Zoological department, the Museum contains upward of 10 well selected minerals, rocks and fossils, well adapted for instruction in Mineralogy Geology."

The catalogue of 1879-80 made its first announcement of the realization of this am of the founders, under the heading of "The Museum", with the statement: "The Museum the College, intended to illustrate the course of instruction in Natural History, consists collections in the departments of Mineralogy, Conchology, Botany and Zoology. It contains choice collection of minerals, and a fair collection of shells, rocks and fossils. The ological Cabinet is supplied with characteristic specimens illustrative of most of the asses and orders of animals, and mainly by examples from our own country. The Cabinet thus tains a good collection of our native birds, the smaller mammals, many reptiles, a few shes, numerous mollusks and insects, and a few specimens of nearly all the orders of vertebrates."

The last encomium of this first museum occurs in the board's report of 1880,³ in hich it was stated that "to receive the specimens of rocks and minerals belonging to the fferent Geological periods, four new alcoves have been filled with cases, which relieve e shelves of those previously arranged, and provide ample room for future contributions.

• Ibid, 1876, p. 48.
• Ibid, 1877, p. 53. Ibid,
• Stockholders' Minutes, 1880, p. 55.

It, alas, the entire museum was destroyed in the Great Fire of 1881. In connection with this dire event, ² there is the legend that when Dr. Leidy started to walk up from the railroad station to Parrish Hall the morning after the fire, having been summoned from his home in Philadelphia by the sad news, he looked up towards the top of the building where his cherished collections had been so painfully gathered, and when he saw its blackened walls supporting only the huge water-tank which had poured out its contents in vain, he exclaimed: "Ten ¹ years of my life gone!"

But Dr. Leidy was by no means discouraged, and he at once began to restore the collections and devoted himself whole-heartedly to the task during the last four years of his active professorship. Even after he retired as emeritus professor in 1885, he remained curator of the museum until his death in 1891.

With the announcement of the Fire, the catalogue of 1881-82 stated that "under the direction of the Curator, Dr. Joseph Leidy, aided by the generosity of interested friends, steps are being taken to replace the collections as rapidly as possible." With the rebuilding of Parrish Hall, the museum was given "the entire fourth floor of the center building." Numerous contributors (including Joseph and Anna T. Jeanes) donated money and materials; ^[sent p. 141] ~~and~~ By 1884-85, Dr. Leidy was able to announce that "the Museum of the College consists of a cabinet of choice crystalized minerals, and characteristic rocks and ores, and a collection of preserved specimens of animals of all classes, together with magnified and colored drawings selected from the best authorities, fully illustrating the course of lectures on Zoology, Comparative Anatomy, and Physiology."

The next year, he announced that "a Biological Laboratory has been opened in connection with the Museum, supplied with microscopes and other apparatus necessary for carrying on Biological work." He himself contributed what was called in his honor the

- The Halcyon, 1901, p. 14.

(A similar story is told of Dr. David Starr Jordan and the destruction by fire of his first great collection of fishes.)

¹
the board reported in 1883 that "since the fire which destroyed the building of Swarthmore College in the Autumn of 1881, including the total destruction of our valuable museum of Natural History, the College has been so fortunate as to receive a number of important contributions towards a new museum. During the last scholastic year most of the collections received have been displayed in appropriate cases, and the whole will be arranged in order properly labelled, as means and time will allow. The chief collections contributed to new museum are as follows:

" A collection of about two thousand crystallized and otherwise characteristic minerals, together with geological specimens of rocks and ores. The greater part of these obtained through means supplied by Joseph Jeanes, while other portions were presented by William S. Vaux, Prof. F. A. Genth, C. S. Bement and John Hartman. →

" A collection of mounted skeletons, together with striking specimens representing chief classes and orders of animals, recent and fossil, from the establishment of Prof. [redacted], Rochester, N.Y. This collection was purchased by the College, and partly through [redacted] is furnished for the purpose by Joseph and Anna T. Jeanes. →

" The Garrett collection of American birds and mammals, comprising upwards of eight hundred specimens, purchased by the College. →

" A collection of choice specimens of birds from Florida, presented by Joseph [redacted] and Edward Farnum. →

" An excellent collection of about two thousand species of shells, accurately named, [redacted] from the cabinet of the late C. F. Parker, formerly Curator of the Academy of Natural Sciences, Philadelphia. This was presented to the College through means furnished [redacted] Joseph Jeanes. →

" A collection of one hundred and seventy-five drawings and charts, mostly magnified and colored illustrations, selected from the best authorities. These were furnished at expense of the College. →

" The Professor of Natural History takes this opportunity of congratulating the

bid, 1883, pp. 16-17.

lege and its friends on its success in obtaining so rich and useful contributions to Museum in so short a time. A moderate amount of means, say about \$2,500, would render Museum practically complete for its purposes of instruction."

[Return to p. 14.]

Joseph Leidy Collection of Minerals, this being "the result of thirty years of discriminative collecting by its founder". It was placed in four large double cases and consisted of "exceedingly choice cabinet specimens of crystallized minerals, characteristic rocks and ores, and transparent and opaque models of the various systems of crystallization."

By this time, also, the museum possessed (besides this collection of minerals and the Eckfeldt Herbarium) a collection of Comparative Osteology, "consisting of a large series of partial and complete skeletons prepared at Prof. Henry Ward's Natural History Establishment in Rochester, N.Y., and illustrating the structure of the framework of backboneed animals"; the Wilcox and Farnum Collection of Birds, comprising "four large double cases of stuffed specimens of native and foreign birds, nearly all the species visiting this State being represented"; the Frederick Kohl Ethnological Collection, consisting of "two cases of Indian implements, weapons, clothing, etc., mostly from Alaska"; the C. F. Parker Collection of Shells, "made up of six large cases of choice typical land, fresh-water, and marine shells," selected by the Curator from the extensive collection of the late C. F. Parker, for many years the Curator in charge of the Academy of Natural Sciences of Philadelphia"; the Robert R. Corson Collection of Stalactites, Stalagmites, and Helictites, "from the celebrated Luray Caverns, illustrating the limestone formations which render these caverns the second in magnificence in the world."

Besides these seven named collections, there was "a large and constantly increasing collection of stuffed and alcoholic specimens of vertebrates and invertebrates (including the U. S. Fish Commission's Educational Collection) of dissected specimens for demonstration in the lectures on Physiology and Hygiene, glass and papier-maché models of invertebrates and of special points in ^Vvegetal and animal morphology, besides some three hundred classified diagrams and finely colored charts illustrating every branch of natural history."

1 - It was so comprehensive that Dr. Leidy stated ^{that} it "rendered needless further additions to this branch."

In 1889-90, "much instructive material and a number of interesting specimens" were received, these including "a valuable series of bird-skins, the collection of the late William L. Collins, skins of the Bay Lynx and the Mink, a fine series of Brook Trout, a number of North American snakes, several skeletons and other objects for study and demonstration." It was announced at the same time that, "through the kindness of the Managers of the Pennsylvania Hospital, the carcass of an adult female gorilla captured in the Gaboon country, West Africa, some years since, has been placed at the disposal of the professor of Natural History for dissection and demonstration."

Despite this rapid increase in the collections of the museum, Dr. Leidy insisted that it was strictly for teaching purposes, "the specimens from its cases being in constant use in the lectures and laboratories in Natural History", and that its steady growth was always in the direction of rendering more perfect the means of illustrating the different departments of natural history, and with no intention of making it a collection of curiosities and miscellaneous articles, however interesting they may be in their way."

On Dr. Leidy's death, his successors in the professorship of biology and geology became the curators of the museum and continued to make much use of its collections; they increased these to some extent, but did not start any new divisions.

A gift to the museum in 1897 recalled earlier gifts by the same donor; this was a collection of sea mosses - algae - more than 300 specimens, gathered and arranged at Nahant, Massachusetts, during the summers of 1874-76, by Rachel T. Jackson, and presented by her daughter, Lydia Jackson.¹

- Ibid, 1897, p. 35.

CHEMISTRY

The professorship of chemistry and physics - or of chemistry and natural science, as it was also called in the first catalogue - was undertaken by President Parrish. His statement of the proposed course was as follows: "As a preparation for the systematic study of Chemistry, which is prominent both as a required and elective study in the collegiate course, a series of descriptive and experimental lectures upon "common things" is given to the several classes in the Preparatory Department. In these lectures many of the leading constituents of the earth's crust and the vegetable productions used as food and in the arts, and the products manufactured from them, are exhibited and described. - - - In the College classes Chemistry and Physics are taught orally, by text-books, and by practice in the laboratory, the aim being to secure thoroughness and completeness instead of the superficial knowledge of these subjects which too often passes current."

In keeping with this promise, a course in the elements of inorganic chemistry was prescribed for the freshman class, with practical chemistry (laboratory exercises, and synthesis) as an elective; inorganic chemistry prescribed for the sophomore class, with practical chemistry (qualitative analysis) as an elective; inorganic and elements of organic prescribed for the junior class, with practical chemistry (quantitative analysis) as an elective; and organic prescribed for the senior class, with practical chemistry (organic analysis, and applied chemistry) as an elective.

In the first half of 1870-71, Dr. Parrish continued his courses on Theoretical Chemistry ("by Text-books and Lectures") and Practical Chemistry ("in the Laboratory"). The text-books listed, were Youman's New, Roscoe's Elementary, Cooley's, Elliot and Storer's Inorganic, Craft's and Elliot and Storer's Qualitative Analysis, H. B. Nason's Table of Reactions for Qualitative Analysis.

Thomas W. Lamb, A.M., M.D., succeeding Dr. Parrish as professor of chemistry and physiology in 1871-72, planned his courses as follows:

1. Simple manipulations and synthesis; specific gravity; solutions; precipitates; preparing crystals (by fusion, evaporation and sublimation), distilled water, colored flames,

inks, tinctures and essences; photographic impressions; electroplating; use of blow-pipe; tests.

2. Elements of inorganic chemistry (text-books and laboratory).

3. Chemical physics and elements of organic chemistry; preparing re-agents for qualitative analysis.

4. Qualitative analysis, in the humid and dry way, of thirty aqueous or acid solutions of simple salts; thirty dry substances, containing one acid and one base, by the blow-pipe; four to ten solutions with three to six bases, in different groups; four to ten solutions with four bases, in the same group; ten dry substances with three to six bases, and acids; examination of minerals; spectral analysis, with the use of the spectroscope and microscope. Quantitative analysis, in the gravimetric or volumetric way, of: iron, common salt, acetate of lead, arsenious acid, sulphate of copper, phosphate of soda, sulphide of mercury, sulphate of lime, brass, and other substances.

The additional text-books used in Dr. Lamb's courses were Barker's Chemistry, Wöhler's mineral analysis, Elderhorst's blow-pipe analysis, and Roscoe's spectral analysis.

The board reported, in 1871,¹ that "the course in Chemistry is taught both by text-books and lectures illustrated by experiments. Additional facilities have been provided in the Laboratory for students wishing to make a special study of Practical Chemistry. Many students, both in the College and Preparatory School, are availing themselves of these privileges, and a constantly increasing interest is manifested in this important department."

Dr. Lamb's place was taken in 1872-73 by Samuel S. Green, B.S., who was appointed Instructor in Physics and Chemistry, and of whom² and his work in chemistry the board reported as follows: "The department of Chemistry has been placed under the charge of a graduate of the Sheffield Scientific School, of Yale College, and late assistant in the Laboratory of

1 - Stockholders' Minutes, 1871, p. 38.

2 - Ibid, 1872, p. 38.

the same, who brings to his chosen professor a thorough knowledge of the science in its latest developments; and provision will at once be made for a complete scientific training in this increasingly important branch of study. To this end not less than five hundred dollars should be expended during the coming year to supply additional apparatus, and much needed books of reference. In the arrangement of study proposed, the students in both the Classical and the Scientific Courses will be required to pursue the study of Chemistry during their Sophomore year, and this will also be required of the students in the Scientific department during the remaining two years of their course."

The next year, Frederick S. Curtis, Ph.B., was appointed Assistant Professor of Chemistry; and in 1875 to 1878, that position was held by Elias H. Bartley, B.S. The courses were continued in elementary chemistry, chemical physics, and manipulations; qualitative, blow-pipe, spectrum, and quantitative analysis; special applications, and assaying. The new text-books introduced were Wilson's inorganic chemistry; Johnson's Fresenius and Thorpe, in qualitative analysis; Johnson's Fresenius in quantitative analysis; Sutton's volumetric analysis; Miller and Johnson in organic analysis; Crookes' Select Methods, and Wagner, in chemical analysis and technology; Kirchhoff's Researches, Secchi's Le Soleil, Scheller, Roscoe, Grandeau, Lockyer, and Huggins, in spectrum analysis; Wöhler, Elderhorst (revised), Nason and Chandler, in blow-pipe analysis^s and determinative mineralogy; Mitchell, Crookes, Bloxham, and Percy in assaying and metallurgy.

Assistant Professor Bartley offered (in 1875-76) the following justification for the teaching of chemistry: "The Chemical Course comprises four years, and is intended to prepare students to fill positions as teachers or analytical chemists, and to provide such a general knowledge of chemical science and its applications to the arts, for those who wish to take up the special problems of technical chemistry, as will afford a good basis for their subsequent investigations."

By this time, too, Professor Bartley was able to announce that "the laboratory has been fitted up in the most approved manner to accommodate twenty-four students at a time, each desk being provided with running water, gas, and sink. The Laboratory is

heated by steam, and furnished with hoods, sand, steam and air baths, furnaces, balances, spectroscopes, etc., suitable for carrying on all ordinary laboratory work. Students will be charged only for chemicals and apparatus actually used up; no charge is made for gas."

Professor Bartley also announced that "a partial course in medical chemistry has been arranged as an elective for the benefit of those who intend to study medicine or pharmacy after graduation"; and that "the department is also open to those students, of maturer age, whose time is limited, and who wish to prepare themselves for positions requiring a knowledge of Chemistry." ~~And~~ ^I It had already been stated (in 1873-74) that "the Degree of M.S. will be given, three years after graduation, to all Bachelors of Science of the Chemical Course, who shall have engaged, during that period, in professional or scientific studies, and who shall present an acceptable thesis upon subjects pertaining to Chemistry or Physics."

Reporting on the work under Professor Bartley in 1876, the board stated:²

"It will be observed that in the Junior Class three students are pursuing the Chemical Course, leading to the degree of Bachelor of Science in Physics and Chemistry. This is the first time since the organization of the College that any of the students, upon reaching their Junior year, have chosen this branch of the Scientific Course, and it is a source of much encouragement to that department, which is now well organized, furnished with excellent facilities for laboratory work, and under efficient management. A course in medical chemistry has also been established for the benefit of those hereafter to pursue the study of medicine. One member of the Classical Department of the Junior Class has already entered upon this, and others will doubtless follow his example. There are also several students pursuing an advanced elective course in chemistry, in addition to the required studies of their regular course. As it has already been the wish of a large number of the friends of the College, as well as the cherished hope of the first president, that the Chemical Department should be made a prominent and important part of

1 - This was changed in 1879-80 to include "all Bachelors of Science", and a thesis upon "some scientific subject".

2 - Stockholders' Minutes, 1876, p. 46.

our work, this information will doubtless be a source of great satisfaction to the stockholders. Chemistry is required of the sixty members of Class A, of the Preparatory School, including both the Classical and Scientific sections, and some apparatus has been procured, in addition to the supply already on hand, for the fuller illustration of this important subject."

1

The next year, the board reported: "The instruction given in this study is divided into Theoretical and Practical. Theoretical instruction is given by illustrated lectures to Class A, of the Preparatory School, and in the College, to the Scientific Section of the Freshman Class, and the Classical Section of the Junior Class. The practical part of the instruction is required of the Scientific Section in the Sophomore year, and may be elected by the Classical students in the Junior and Senior Classes. The special course in Chemistry occupies the Junior and Senior years, and we shall this year graduate the first class in this course since the opening of the College. A considerable amount of new apparatus has been added during the past year, thus increasing the facilities for both class illustration and laboratory instruction. The number of students from other courses who elect advanced instruction in this study is increasing every year. This year, for the first time, the Laboratory has as many students as the present arrangements will accommodate. This, together with the character of the work done, gives us the feeling that the department is assuming, more than ever before, its due importance as a permanent and efficient department of the College.

"In addition to the partial course in Medical Chemistry, mentioned last year, we are now trying the experiment of introducing a brief course of instruction in the Chemistry of substances and processes met with in every day life. This course was undertaken at the request of a few students, and is chiefly practical or laboratory instruction. ↗

"The greatest present need of the Chemical department is a commodious lecture room, as most of the lectures are now given in the Laboratory. "

Samuel S. Green, M.S., who had been instructor in physics and chemistry in 1872-73

(and since that time had been instructor, assistant professor, and professor of physics), became professor of physics and chemistry in 1878 and filled that chair until 1886. He made the following summary of the courses in chemistry; Lectures on inorganic chemistry and some of the more important of the carbon compounds; qualitative chemical analysis; determinative mineralogy; chemical philosophy (Cooke's); organic chemistry (Pinner's Organische Chemie); chemical technology (Wagner's); and quantitative chemical analysis. This last course covered two years, and included gravimetric, volumetric, water, and organic analyses, the analysis of minerals, ores, soils, fertilizers and commercial products, and assaying.¹

Besides these regular courses, he offered, "for the benefit of those intending to teach, an opportunity to perform a series of experiments suitable to illustrate elementary instruction in Chemistry." And for those who intended to study medicine or pharmacy after graduation, he "modified the work so as to include the elements of Medical Chemistry", advising such students that the "^{regu}~~gular~~ scientific course, with its two years of Latin and three years of Chemistry, is especially recommended." As for books of reference, he stated that, "besides the scientific books in the College Library, about one hundred volumes of standard works on Chemistry and Physics are constantly accessible to students in this department."

In 1881, the Great Fire destroyed the old chemical laboratory; and the board reported that year:² "In the department of Physics and Chemistry regular instruction is given as heretofore, but the practical work is necessarily suspended for the greater part of the present year, in consequence of the destruction of the Laboratory and Apparatus. The students who would regularly engage in this work have modified their courses, taking other studies until the new laboratories shall be ready, after which a greater proportion of time will be allowed them to make up the work now omitted. The abundant space which we shall hereafter have for Practical Work in this department will enable us to extend its advantages to a larger number of students."

1 - Professor Green had studied in Germany during 1876-77; thereafter he advised his students in quantitative chemical analysis to procure a reading knowledge of German.

2 - Stockholders' Minutes, 1881, p. 16.

The next year ~~was built~~ ^{was built,} a new "Science Hall" which provided, Professor Green stated, three laboratories for general chemistry (one for beginning ^{one} ~~one~~ for upper classmen, one for the professor), three more for qualitative and quantitative analysis, and assaying and metallurgy; also a balance-room, store-rooms, chemical library, etc.

In 1885-86, Professor Green reduced his courses in chemistry to four; lectures on general chemistry, laboratory exercises with Remsen's "Organic Chemistry" as a text-book (two years), and an advanced course in special subjects assigned to individual students. The courses for teachers and pre-medical students were also given up; and the next year, Professor Green again became professor of physics only, and confined his work to that subject, while Albert G. Palmer, Ph.D., became "assistant professor in charge of chemistry." The two years of Dr. Palmer's work (1885-87) were devoted to elementary chemistry (Roscoe's), analytical chemistry and Remsen's "Compounds of Carbon", qualitative and quantitative analysis (Beilstein's qualitative and Fresenius' quantitative), and modern chemical theories (Remsen's).

William Cathcart Day, professor of chemistry and physics, 1887-88, and professor of chemistry, 1888-1901, made the following introductory statement: "The course of instruction in this subject extends over a period of three years, and aims to impart a thorough understanding of the most essential facts and principles of the science, while special attention is given to the cultivation of systematic habits of manipulation, so that, besides its assessing value as part of a liberal education, it forms a foundation for such pursuits in life as require this knowledge." A few years later, he added the statement: "The completion of this course will enable the graduate to enter at once upon a university career as candidate for the degree of Doctor of Philosophy; to enter upon professional work as analytical or technical chemist; or to engage in teaching chemistry in a fully equipped secondary or college preparatory school."

The three courses included elementary chemistry (non-metals and metals; Remsen); analytical chemistry, followed by the chemistry of the compounds of carbon (Remsen), qualitative (Beilstein and Medicus) and quantitative (Fresenius) analysis; modern chemical theories

- Catalogue, 1888-89, pp. 28-29.

2 - ibid., 1898-99, p. 31.

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msen), quantitative analysis, and a few exercises in important typical organic transformations. ^{Dr. Day} The text-books which ~~he~~ added later included Greene and Keller's elementary; ~~Robert's~~ quantitative for beginners, Fresenius for advanced students; Ostwald (Walker's translation) on modern theories.

Of the use of these text-books, ~~Dr. Day~~ ^{he} said: "From the beginning the student is taught to regard the text-book as an aid to the comprehension of phenomena and general principles in the science, and as subordinate to actual laboratory contact with substances and the direct study of their changes. The thing itself and not the word representing it must form the mental picture."

At some time during the year," he added, "each student of every class is expected to prepare from crude materials a number of pure substances, specimens of which will be preserved in the laboratory as contributions to a 'Chemical Museum.' This work is going on with encouraging results. The equipment of the laboratory is now quite satisfactory, and fully equal to the demands of college work."

Dr. Day also provided for advanced work by individual students, "with every facility for carrying it on." The lecture-room in the laboratory, he said, "has a seating capacity of one hundred, and is furnished with water, gas, fume-closets, and abundant apparatus for lecture purposes, including a nearly complete set of the apparatus devised by Dr. Hofmannⁿ of Berlin." "For lecture illustration," he continued, "there is an excellent collection of the metals and their salts, and a cabinet of minerals (deposited by Hugh Foulke); in addition to these, there has recently arrived from C. F. Kahlbaum, of Berlin, a complete set of typical preparations for use in the course in Organic Chemistry. - - - Laboratory supplies are in great part imported duty free from Germany, and are in all cases selected with reference to use in the most modern methods of analysis or of experimental demonstration in the lecture room and laboratory. The balances in use are of the best Troemmer pattern, and from the very beginning the student in quantitative analysis is allowed to use only the most exact instruments for weighing, thus cultivating from the start the delicacy of manipulation so essential to the attainment of precision in scientific work."

- ~~the~~, 1888, p. 31. Stockholders' Minutes, 1888, p. 31. 2 - Catalogues, 1888-89, p. 28, 216. 1898-99, p. 31.

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The (pretended) student reaction to this genuine scientist and his science is illustrated by a set of questions, and corollary instructions, issued by The Halcyon. Among these are the following:

What is an explosion?

(Prof. - 'Keep your eyes strictly on the paper before you').

Give a full description of a test tube, its uses, etc., illustrating the whole with free-hand drawings.

(Prof.- 'Do not, on any occasion, disfigure the desks with your knives').

In 1889-94, Dr. Day had an assistant and was able to give an additional course to the senior class, which, he said, "consists largely of laboratory work. A few special objects are given to each student, with the understanding that he is to fulfil the practical and theoretical requirements of these subjects in a complete, exhaustive, and scholarly manner. Such work will involve the study of technical works, and a number of the current chemical journals. Meetings will occasionally be held for the consideration of important researches, as they appear from time to time in the journals."

The "Depression" of 1893-97 deprived Dr. Day of his assistant, but he carried on his courses as before until his health broke in 1899; an assistant was given him that year, and a year's leave of absence the next; but he was obliged to retire permanently at the end of 1900-01, and an assistant professor was appointed as a temporary successor.

2

Reporting on his work in 1895, Dr. Day said: "It has been my aim ever since coming to Swarthmore to make the standard of work done by students fully as high as that of any of our first-class colleges. This object has necessitated an annual raising of the requirements up to the beginning of last year, when I felt that they were in each college class as high as they should be. This result means that I now regard such graduates as have taken the full four-years course well qualified to enter the leading universities as candidates

1 - Ibid, 1889-90, p. 28.

2 - Ibid, 1895, p. 29

Holdere's Minutes, p.

217.

of the Doctor's or Master's degree, or to take up professional work as chemists in salaried positions, usually, however, in subordinate capacities, such, for example, as assistant chemist in a technical laboratory. That this claim is a fair one the history of some of our graduates for the past few years will show.

"Laboratory Space and Facilities. - The laboratory contains forty-eight working places. To accommodate the number on hand requires doubling up in the case of Sophomores and Freshmen, who occupy the same places at different times. At present, however, the number is too great for accommodation in this way, and an additional room is urgently needed. This need could be filled by fitting up the old draughting room, at present unused, as a quantitative laboratory. A new balance, embodying the latest improvements, has recently been purchased, and is now in daily use. A complete set of journals (Berichte der deutschen chemischen Gesellschaft) has also been secured, and most of the volumes are now on the shelves, and the remainder will soon join them."

PHYSICS

The first catalogue stated, under the heading Physics and Chemistry, that, "as ^a preliminary to the scientific study of all the forces of nature, the science of weighing and measuring and the elements of ^a mechanics are taught in the Preparatory Department. In the college classes Chemistry and Physics are taught orally, by text-books, and by practice in a laboratory, the aim being to secure thoroughness and completeness instead of the superficial knowledge of these subjects which too often passes current." Physics was not taught in the first freshman class, but "Mechanics" was promised to the sophomores, the phenomena of light, heat and electricity to the juniors, and the correlation of forces and analytical mechanics to the seniors.

In 1870-71, ^aOne Teacher of Physics and Mechanical Drawing and two Teachers of Chemistry and Natural Philosophy ^{were appointed, and it was stated that "Natural Philosophy} is taught both by Text-books and Lectures," with Cooley's Natural Philosophy as a text. The next year, a Teacher of Physics and Civil Engineering was appointed, and courses in physics were offered as elective in all four classes.

Arthur Beardsley, C.E., was appointed in 1872 Professor of Applied Mathematics and Physics, with an instructor in physics, and courses in physics were required in the freshman class and in the scientific and engineering courses in the sophomore, junior and senior classes. General physics; acoustics, optics, heat, electricity; thermo-dynamics and electro-dynamics, were the courses offered. The text-book used was Atkinson's Ganot.

In 1874, Professor Beardsley became Professor of Mechanics and Engineering, and left courses in physics to ^{Assistant Professor} Samuel S. Green, ~~Mr.~~ Hill's Stewart was now used as a text-book in general physics, and acoustics, optics, heat and electricity were taught by lectures, with the intention of supplementing this instruction by Laboratory Practice as soon as a room suitable for the purpose can be provided. ¹ "A physical laboratory was appealed for by the board in its report of 1875, as follows: "The attention of the Stockholders is directed to the increasing need of the College in the Department of Physics. It will doubtless be remembered that this subject has claimed attention in several of our previous reports. A

Stockholders' Minutes, 1875, p. 46.

Physical Laboratory and a Work Shop have been in contemplation from the beginning. A temporary change in the gymnasium, now being effected, will supply this need until proper and permanent provision can be made. A large and increasing number of our students are turning their attention to a preparation for scientific and industrial pursuits. To meet the wants of this department, a separate building will be required, fully equipped with all the modern appliances for the pursuit of scientific studies and original investigations."

Assistant Professor Green spent a year's leave of absence in Germany in 1876-77,¹ and returned to Swarthmore as professor of physics. He now gave an elementary course in the mechanics of solids, liquids and gases, followed by lectures on sound and heat, light, electricity and magnetism, and a laboratory course in mechanical and physical measurements.

He was very desirous of developing the work in a laboratory, and the board called attention to this need in its report of 1877, as follows:² "Physics is taught by illustrated lectures to Class A of the Preparatory School and, in the College, to the entire Sophomore class and the Scientific Section of the Junior Class. It is intended this year to introduce a short course of instruction in physical manipulation, or work in the Physical Laboratory, in connection with the lectures to the Junior Class. The need of instruction in the construction and use of physical apparatus has long been felt, and it has been deferred mainly for want of means to procure the necessary apparatus for this purpose."

Two years later, it was reported:³ "We have not ^{yet} been able to open the Physical Laboratory, which the Managers have so long had in contemplation. When this want is supplied we can offer our students in Physics an opportunity to perform experiments and teach them how to conduct investigations for themselves. Taught in this way the various branches of science may be made valuable means of culture and discipline, while the practical bearing of such work must commend itself in an especial manner to a people who have always discouraged the purely ornamental in education."

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- The next year and until 1886, he was professor of chemistry also.
 - Stockholders' Minutes, 1877, p. 51.
 - Ibid, 1879, pp. 48-49.

"Occupations which were formerly but trades, depending mainly on manual skill, and requiring only a small amount of mental exertion, have now risen to the importance of professions, based upon some branch of science, the knowledge of which is necessary to their highest and most successful pursuit. To furnish the preparation required for the successful practice of these new professions, special schools and scientific courses of study have been established. In this work, Friends, by right of inheritance, have a peculiar interest, they having been ever among the foremost in advancing the application of the sciences to industrial pursuits. The first person who used coal in the manufacture of iron, (Abraham Darby); the first who replaced wooden rails by iron ones, (Richard Reynolds); the first designer and builder of an iron bridge, (Abraham Darby, Jr.); and the inventor of cast steel, (Benjamin Huntsman), were all Friends."

It was reported this year also that there was being constructed "by students in their own shop, a dynamo-electric machine and other apparatus"; and that "one of Troemner's best balances" had been procured. ¹ *P. The "Great Fire" of 1881 brought temporary disaster to the "practical" work of physics, as of chemistry; but in 1882, a new Science Hall, was finally erected, in 1882, and part of it ~~was~~ ^{contains} a physical laboratory, which was "provided with apparatus for determinations in the mechanics of solids and fluids, in heat, sound, light, electricity and magnetism; and also with a large amount of fine apparatus for lecture experiments, which has been selected with care from the best American and foreign makers. Power for running dynamos and for other purposes can be furnished from the college shops near at hand, which also afford facilities for the prompt repair and construction of apparatus."*

When Professor Green retired in 1887, Dr. William C. Day became professor of chemistry and physics for one year, during which time Dr. C. H. Koyl took "special charge of the department of Physics, leaving the Chemistry for Dr. Day." Dr. Koyl, like Dr. Day, was Ph. D. of Johns Hopkins; and the ^{board's} report states: ² "His special studies in Physics, and his experience as an Electrical Engineer in the City of Washington have fitted him well for the

- For the period of the Great Fire, cf. supra, p. *chemistry*

- Ibid 1887, p. 15.

ork. In connection with his work in Physics, he will open for the more advanced students special department of Electrical Engineering. There is a large and constantly increasing demand for students of Science in this attractive field."

1
Dr. Koyl himself presented, in 1888, the following statement: I thought it desirable to change the method of using the text-book for study, and apparatus for illustration and proof, to that of using apparatus for the discovery of Physical Laws, and the text-book rather for reference and as a means of amplifying the knowledge gained in the best of schools - that of experience. I have, therefore, endeavored to introduce what are known as laboratory methods, to which text-books are supplementary, and thus place the work more nearly on a par with that of the already efficient departments of Chemistry and Engineering.

This has implied the creation of a shop in which students may extensively duplicate the simpler kinds of apparatus, at the same time gaining habits of industry and much valuable knowledge, and fitting the laboratory with working materials. . . The applications of Electricity and Magnetism are specialized in the Senior year because the practice of the subject is beginning to form one of the most prominent and lucrative professions. . .

"It is now considered by all teachers of Physics, that the first few weeks of laboratory work should be devoted by students to learning to measure distance, mass, and time, - the three physical measurements upon which all future work depends; and we have this year, with the instruments lately purchased, devoted a month to this educational work of manipulation and discipline, and shall immediately proceed to apply these in the study of pure physics.

"The department is now in good working order, requiring for its efficient operation during the year only a continuance of the apparatus-making so well begun by the students, and the simple fitting up during the winter of the third story front room in the Science Building for the more advanced study of Light, for which, of course, there are no facilities

in the north room. It will next year be necessary to equip an additional room for the class in Electrical Engineering, as instruments of accurate adjustment are not safe in a room used by numbers of elementary students."

From 1888 to 1914, George A. Hoadley, C.E. and D. Sc., became professor of physics. Professor Hoadley, ^{taking charge} ~~said~~ of the physical laboratory, ^{said} that some of its apparatus "is of home manufacture, and the coöperation of the Engineering Department, and the increasing skill of our students, enable us now to make each year a larger proportion for regular use in the laboratory. It is our aim to afford students continued opportunities for instruction in the principles of construction of ordinary and special apparatus."

The courses he gave were general physics (Gage's and Ganot's text-books); applied mechanics and dynamics, and sound, gases and liquids (Peck's); thermodynamics and light (the latter as a special preparation for the course in practical astronomy in the senior year); heat, magnetism, and electricity were added the next year; and electrical engineering (or "applied electricity", as he called it later), consisting of "the practical study of the application of magnetism and electricity in the manufacture and use of the telephone, telegraph, dynamo, electric light, motor, transmission of power, etc., with Ayrton's Practical Electricity and Thompson's Dynamo Electric Machinery as text-books, class discussions of current electrical journals, and visits to the electrical plants of the neighboring villages and cities¹."

Reporting on his work in 1895, Professor Hoadley said: "In the department of Physics there are two courses offered. That taken by the students in Art and Letters extends through the Sophomore year, and is arranged to include the subjects of General Physics, such as the physical properties of gases, liquids, and solids, Sound, Heat, Light, Magnetism, and Electricity. The phenomena under these subjects are illustrated by class demonstration, while the students do enough of experimental work to make them familiar with experimental methods, and to prepare them to teach the subject in secondary schools."

1 - Ibid, 1895, pp. 28- 29.

"The course for students in Science and Engineering includes much more experimental work, as it extends over two years. The first semester of the Sophomore year is given to the study of the principles of Mechanics. Experimental proof of the laws of Statics and Dynamics is made, and the application of these laws to machinery studied, and in the second semester gases, liquids, solids, and sound; text-books and lectures being supplemented by laboratory work.

"In the Junior year the subjects are heat, light, magnetism, and Electricity, the students doing both qualitative and quantitative experimental work in the laboratory. Opportunity is given to devise and construct forms of apparatus that can be used in verifying the laws of Physics. Practical work is also given in adapting the apparatus already at hand to the various work that can be done with it, but for which it was not especially designed. The work in the Senior year is elective, and is entirely in Electricity. Three divisions are made of this work. The theory of the dynamo and motor, and the application of the current to heating, to lighting, and to the transmission of energy is one; another is the experimental study and testing of dynamos, motors, lamps, etc., with measurements of resistance, potential difference and current, methods of wiring, etc.; the third includes shop-work in the making of apparatus devised by the students, and used by them in their investigations. At present the construction of voltmeters, rheostats, a large electro-magnet for optical work, and a 500-light dynamo are under way."

Two of Professor Hoadley's specialties were the mechanics of electricity and photography, both of which he began in tentative ways; but it was not until 1907, that the former was largely developed and incorporated in the department of engineering. In photography, Professor Hoadley became very skilful and, although he provided ^{for the students} only individual and not mass facilities for the art, he himself took a large number of photographs of the college and its activities which have proved of great value in ^{illustrating} preparing this history.

ENGINEERING

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The first catalogue listed no instructor in this department and made no reference the various branches of engineering, except ^{that,} in the work prescribed for the sophomore class, it listed "mechanics" and "analytical mechanics" under physics. When the first sophomore class was organized, in 1870-71, Edward Parrish, Jr., was appointed Teacher of Physics, and Mechanical Drawing; and when he retired with his father in the middle of the year, a non-resident Teacher of Mechanical Drawing, William E. Kern, took his place.

The next year, a Teacher of Physics and Engineering (Joseph B. Davis, C.E.) came to the aid of the Teacher of Mechanical Drawing, and a department of engineering was catalogued. The courses were taught, it was stated, "by Text books and Lectures, and sufficient practice to enable a diligent student to acquire a good knowledge of ordinary field operations." They included geometrical, isometrical, topographical, and machine drawing; lettering, shading, shadows, linear perspective, and tinting; theory of projections; descriptive geometry; land surveying; theory, adjustment and use of instruments; mechanics; railroad construction (including field work and lectures); resistance and strength of materials; the fundamental principles of trussed bridges.

Of Mr. Davis and his work, the board reported in 1871 as follows: "A competent ¹ man, of large experience, has recently been appointed to take the necessary steps toward establishing a regular course in Civil Engineering. - - - Intimately connected with Civil Engineering is the study of Mechanical Drawing, which is continued with increased facilities under the same able management [that of William E. Kern] as last year, and is pursued with much interest by a large number of students in the College and Preparatory School."

With 1872-73, Arthur Beardsley, C.E., began his professorship of twenty-six years, first as Professor of Applied Mathematics and Physics, then (1874-188³) as Professor of Mechanics and Engineering, and finally (1883-1898) as Professor of Civil and Mechanical Engineering and Director of the Workshops.

- Stockholders' Minutes, 1871, p. 38.

To the subjects listed above, he added the following ("in their relation to Civil and Mechanical Engineering") graphics (plans, profiles, and sections of road surveys, industrial and structural drawing, India ink and colors) stone-cutting problems; descriptive geometry (orthographic projections of the point, right line, and plane, warped surfaces and intersections); analytical mechanics of solids and fluids; geodesy (theory, adjustment and use of engineering field instruments, farm surveying, levelling, topographical, triangular and hydrographical surveying); visits to, and sketches of, special machinery and structures; theory and practice of road engineering; physical mechanics (friction and other resistances; stress and strength of materials, practical hydraulics, water engineering, practical pneumatics); machines (theory, prime movers, steam engines, water wheels, wind-mills); constructions (stability of structures, building materials, foundations and superstructures, bridge engineering).

1
Of Professor Beardsley, the board reported in 1872 as follows: "The department of Civil Engineering is under the charge of the Professor of Applied Mathematics and Physics, a graduate of the Rensselaer Polytechnic Institute of Troy, N.Y., who has been, for the past three years, engaged in organizing and directing this department in the University of Minnesota. Through the kind liberality of the friends of the College, a large room in the fourth story of the central building, adjoining the Museum, is being fitted up as a Physical Laboratory, exclusively for the use of this department. As fast as the means contributed will allow, it will be furnished with suitable models and apparatus, and tables of the most approved modern construction, for draughting purposes. Five hundred dollars will be needed for this purpose during the coming year."

2
At the same time, the board made the following appeal for an Engineering workshop: "The subject of regular and systematic exercise in some useful employment claimed the attention of the Stockholders at their last annual meeting, and a small sum was then contributed toward the erection of a work-shop. Nothing has yet been done to supply the need felt by

- ~~Stockholders' Minutes~~, 1872, pp. 38 - 39.

- Ibid., p. 41, 1872, p. 41.

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those who subscribed to this fund 'for Mechanical Appliances.' If this sum could now be increased to one thousand dollars, a shop could be erected, fitted with the necessary appliances, and placed in charge of our Professor of Applied Mathematics, who would attend to its proper organization, and give all needed instruction in this department. The opportunity is now presented to carry into effect the valuable suggestions of last year upon this subject. Students would be at once employed in making models and apparatus, which must otherwise be purchased at considerable expense, and the desideratum of combining exercise and profitable labor would be secured."

In 1875-76, Professor Beardsley announced "The Engineering Course is intended to furnish a good foundation in Mathematics, Physics, Mechanics, and Drawing, for the student of Civil or Mechanical Engineering. Its graduates will be prepared to become immediately useful in the office or field, in subordinate positions, and after a fair amount of practice to design and take charge of important works. The course is also open to those students whose time is limited, and who do not intend to graduate, by whom partial courses in Surveying and Draughting can be pursued with great practical advantage." At the same time, it was announced that "care has been taken [in setting up the Chemical and Engineering Courses in the Scientific Department] to secure general culture, and not to make students of this department merely chemists or engineers."

As to equipment, it was stated: "The College is well provided with the necessary field instruments, and each student is made familiar with their uses and management. The Draughting Room is well lighted from above, and is provided with the Worcester Adjustable Drawing Tables, models, drawings, etc. A machine shop is being prepared, by means of which each student may become practically acquainted with the uses of the various tools, and learn to avoid errors in designing by being required to execute, from his own drawings, parts of structures or of mechanism."

The machine shop was duly prepared (in part of the gymnasium) by the next year

Catalogue, 1875-76, p. 20-21.

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¹
 (1876-77), and "well provided with excellent tools, including a screw-cutting engine lath^o, iron planer, etc.; a vertical engine and boiler of four horse power, built for the department, is used both for running the machinery and for class illustration and instruction."

Of this workshop and the further needs of the engineering department, the board reported in 1876 as follows: ² "The work shop, occupying a part of the Gymnasium Building, has been enlarged and supplied with additional machinery, and a steam engine and boiler for driving it. This engine was built for the department, and answers the double purpose of driving the machinery and serving for class illustration and instruction. The use of the machinery and tools is practically taught to the students by the professor in charge. Our facilities for giving a course in Mechanical Engineering are now good and constantly increasing. We are indebted to the liberality of a friend who has always been deeply interested in the welfare of the College, for a generous donation of \$1000 toward purchasing the necessary machinery and tools for the shop during the past summer, while, for deciding upon and obtaining these at reasonable rates, the Centennial, with its wonderful display in this department, has furnished, this year, unusual facilities. There is no department of our College more worthy of aid and encouragement than this, none requiring a heavier present outlay, and none more likely, in the near future, to be productive of good results. It is under excellent management, and already, even in its comparative infancy, it has sent out a number of young men who are actively and successfully engaged in mechanical pursuits."

³
 Pursuing the same subject in 1877, the board stated: "The department of Mechanics and Engineering is intended, as stated in our Catalogue, to furnish a good foundation in those studies which pertain to the practice of the Civil of the Mechanical Engineer. Our experience has been that, not merely those students who expect to graduate, but those

1 - Cf. ~~Minutes~~ ^{Reports} p. *Physicist*, and Catalogue, 1876-77, p. 21.
 2 - Stockholders' Minutes, 1876, pp. 46 - 47.
 3 - Ibid, 1877, pp. 51 - 52.

whose limited time and means prevent their taking more than a very brief course in this department, upon leaving us to learn trades, have found the studies here pursued particularly valuable. While a liberal amount of practical work is given, care is taken that the student understand the reasons for the work done. This is especially the case in Draughting, which is the written language of the engineer, where the student is frequently called upon to make the thing drawn, as a test of his knowledge of the subject. Unusual facilities are afforded for becoming familiar with the use of tools in the new machine shop which has been constructed in the south end of the Gymnasium. This shop measures about 24 x 40 feet, and contains a four horse power engine and boiler, arranged to drive the machinery, and to serve as practical examples, and for experimental purposes in the study of the steam engine, the engine being fitted for the application of an indicator for calculating its efficiency under varying conditions. The shop also contains a first-class screw-cutting engine lathe, an iron planer, a speed lathe, vises, forge and anvil and the minor tools necessary for a complete course of practical instruction in this department. It is the intention to construct here, from the students' own drawings and patterns, other tools to afford facilities, as the classes increase, for a greater number of working students; and to offer opportunities for students to construct tools and machinery for themselves, as well as models and apparatus for the department and the College. A proposed change in the arrangement of some of the studies in this department, will give, hereafter, much more opportunity for practical work in the field and shop, without detriment to the important theoretical studies."

Three years later, there was still no separate work shop, but there had been added to the former equipment: "two speed-lathes (one back-gear), a complete universal milling machine, an upright drill, emery grinder, etc., besides a forge, and the many necessary small tools."

With this equipment, the course consisted of: "Practical Exercises in the Field, in the early Fall and late Spring months [surveying with the chain and compass having preceded these]; *and, throughout the year,* pattern making and general machine-shop practice, (the forging. 223

haping, tempering, use and care of tools, the filing, turning, planing, boring, etc., of metals, the finishing and fitting up of machines or parts of machines, the setting up, testing, and management of steam engines, boilers and machinery); ~~throughout the year~~ with occasional visits to mechanical establishments in or near Philadelphia."

The Fire of 1881 ~~destroyed~~ ^{injured} the engineering ~~shops and~~ equipment; but the board reported that year: "The work in the department of Mechanics and Engineering is carried on at the College as usual, except that the youngest class is omitted for the present, and the studies are so arranged that each class goes to Swarthmore as few times per week as possible, and when there remains the entire day, returning to Media in the evening. The Draughting Room and machine shop, with their contents, escaped destruction, but the machinery and appliances were more or less injured in the efforts to remove them to places of safety, and many of the valuable small tools were lost. These will all be repaired or replaced, and important additions made in the equipment of a new building, in which greater opportunities for both theoretical and practical instruction in the mechanic arts will be offered. This building is ^[being] erected through the liberality of two interested friends of the College, and it will be completed before the close of the present college year. It is placed about midway between the Main Building and the Meeting House, and is to be a substantial stone structure, consisting of a centre building 44 x 64 feet, with wings each 43 x 33 feet. It will contain the various Laboratories, Work-shops, Draughting Rooms, Lecture and Recitation Rooms, etc., needed for the successful pursuit of the practical and theoretical work of the Scientific Department."

^{The Science} ~~But a Scientific~~ Building was completed and equipped during the ^{spring of 1882. spring 1882.} ~~following year~~. It was a basement and two-story and attic structure (44 x 64 feet) with two wings (43 x 33 ^{feet}), built of stone, ^{and} provided for the department of engineering the following: a blacksmith shop, (with two complete sets of blacksmiths tools: 7 forges, 10 anvils, 20 benches with 4 vises (plain and swivel), 12 lathe chucks (combination, independent, scroll and drill), milling machine ~~chuck~~, planer chuck (rotary), planer centres, a set of Betts' standard ^{230.}

Ibid. 1881. p. 16

gages, surface plates (Brown & Sharpe), 3 sets of twist drills, reamers, mandrels, screw plates, taps and dies, lathe center grinder, a complete set of steam fitters' tools with pipe vise, ratchet drill, etc.; a boiler room, with a vertical tubular boiler (a 60-horse power return); a room for grinding and polishing, with a twist drill grinder, upright drills, grindstone, mill grinder, and emery wheels; a brass foundry, with crucible furnace, oven for baking cores, founders' benches, etc.; wood-working and pattern-making rooms, with 8 lathes, benches, 20 sets of tools, etc.; lecture and recitation room; mechanical laboratory and machine shop, containing a 10-horse power vertical steam engine, an Olsen's testing machine for tensile, compressive and transverse tests, and "all the tools and appliances generally found in first-class machine shops, including ^{four} screw-cutting engine lathes, ^{three} speed lathes, iron planer, shaper, universal milling machine, milling cutters for general purposes and for making other cutters: power is obtained by a four horse power (10 x 24) Corliss steam engine with an approved indicator), driven by steam either from the main college boilers or from the shop boiler at pleasure"; a room for engineering field instruments; and a draughting room, "lighted by a skylight and by large north windows, warmed, ventilated, and furnished with adjustable tables, models, drawings, etc." A foundry was made ready for use in 1888-89; and a draughting-room was fitted up the same year.

The engineering courses ¹⁸⁹² thereafter included, for the freshmen: the mechanics of solids, liquids and gases, physics, surveying, and the elements of draughting; for the sophomores: analytical mechanics of solids and fluids, descriptive geometry; for the juniors and seniors (in one class ²): engineering, applied mechanics, mechanism (machine design, transmission of power, tool-making), draughting, and practical exercises in the field and shop - as detailed above.

- Twenty years later, there was presented to the department "an Olsen screw-gear testing machine with an ultimate capacity of 100,000 pounds for tension and compression tests."

- It was soon separated into two ^{classes} and the work divided between them.

The students (from their own designs and drawings) made patterns of machines or parts of machines, and made and properly fitted together castings finished according to the drawings. ~~The students~~ ^{They} also contributed to the additional equipment by manufacturing tools, etc., in the work-shops. [insert p. 115¹]

In the board's report of 1883, it was stated that "the new Science Hall, in which this department is located, is already one of the most interesting parts of the College to visitors, who are invariably impressed with the practical character and value of the instruction there given."

This report also suggested the utility of engineering studies for women. "The Engineering Department," it said, "is becoming especially attractive to the young men. Certain studies in this department ought to be equally attractive and profitable to the young women, especially the courses in draughting, and it is desirable that the attention of those who will have to depend on their own efforts for a living may be called to this subject, and that such may improve the opportunity here offered them. . . . A single course of Engineering Study is offered, whose object is to prepare its graduates to become proficient in either Civil or Mechanical Engineering, as their tastes or other circumstances may determine. These graduates readily find employment, and many who do not remain to complete the entire course find the studies which they have here pursued of great advantage to them in the practical affairs of their lives."

The next year, "practical men and specialists" came to the college and lectured on railroad engineering, metal-working, wood-working and practical carpentry. A gift of \$500 was received this year from Edward Longstreth for additional tools and work-shop appliances.

² Professor Beardsley wrote an article for the *Phoenix* in 1886 which set forth the advantages of "Manual Training" and appealed for contributions towards its support.

The Preparatory School, although moribund in 1886, was given a course in manual training. This consisted, the board reported, ^H of wood-working, forging, foundry practice, and draughting, and is an excellent preparation for the work in the machine-shop and the

1 - Stockholders' Minutes, 1883, p. 20.

2 - *Ibid.*, 1884, p. 18.

3 - *Ibid.*, 1886, p. 17 vol. VII, pp. 72-74.

4 - Stockholders' Minutes, 1886, p. 17.

her more advanced work of the Engineering Course. Without attempting the mastery of any specific trades, the students acquire a familiarity with the use of tools of various kinds, and a training of the hand and eye which must be of great value to them wherever their lot in life may be cast. As a change from the severer studies of the class-room, and as a pleasant and profitable exercise, the work of this department may prove of service even to those who are pursuing the literary or the classical course; as yet, however, it is selected chiefly by scientific students. Three new instructors in this department have been added since the last report. Two of these are graduates of the Washington University Manual Training School, of St. Louis, and one is a graduate of the Massachusetts Art School.²

The place occupied in the college by the Department of Engineering and Mechanics, was summarized in 1888 by Professor Beardsley as follows: "Ten young men, were graduated from the department at the last Commencement; the largest class we have had since its organization, and constituting one-third of the entire graduating class."

"The College graduates now number 111 young men and 92 young women, a total of 203, of whom 50 young men have taken the engineering degree. That is, about one-fourth of all our graduates have come from this department, and of the young men nearly one-half have come therefrom . . . It will be seen that no young women have taken the engineering course, nor is it at all probable that any will. This fact should be borne in mind in making comparisons in, or deductions from, the table [of graduates]."

"The average shown by the table is maintained in the present Senior class, and there is no reason to believe that the proportion of engineering students will diminish in the future."

"Our experience, as here illustrated, is in accord with that of other institutions, and plainly indicates that an engineering course of study is regarded with much favor as a means of general culture, and as an admirable preparation for business and for professional life as well as for industrial life, particularly for the large numbers who have but little taste

- ~~Ibid, 1886, p. 17.~~ These were Edgar L. Brothman and Milton G. Bancroft, respectively.
- Ibid, 1888, pp. 17 - 18.

talent for linguistic studies. While the leading object of the course is to furnish such a training as will enable its graduates to become successful engineers, the fact that all are not likely to become engineers is not lost sight of in the planning and the treatment of the studies and exercises."

Eight years later, in the midst of the ~~Great~~ "Depression", Professor Beardsley said: "If of the twenty-four young men in the last graduating class eleven were graduates from this department of the college. In this period of great depression in all lines of engineering practice the college is to be congratulated upon so good a showing in this direction. While the engineering course of study is planned with especial reference to the thorough preparation of those young men who expect to become engineers, it has always been the case that many of its students select the course because of its practical character, its studies and exercises appealing strongly to them as useful ^{and} desirable to know, and as imparting the culture they desire and the training they want for the future work they vaguely have in view. As a result our engineering graduates have not all become engineers. They have gone into the older professions of law and medicine as well as into engineering. They have become farmers, or manufacturers, or men of business, as have those from our other courses."

When three instructors (in practical railroad engineering, in vise-work and use of machine tools, and in the use of wood-working tools and in practical carpentry and joinery) were appointed in 1884, the Department of Engineering and Mechanic Arts felt well provided with personnel and equipment; but, although an instructor in geometrical and mechanical drawing was appointed in 1886, and one in electrical engineering in 1887, the number of assistants in the department was reduced to two in 1888, and remained ^{or below} at that number. ²

During the summer of 1894, ^{it was reported, about} the west wing of the Science building was raised one story, and to it was added on the west a new three-story addition, 33 feet by 60 feet. ^{the report continues,} these additions furnish two large drafting rooms, an engineering laboratory and recitation-

- Ibid, 1896, p. 26.

- In 1893-94 and 1898-99, there was only one assistant in the department.

- Stockholders' Minutes, 1894, pp. 15-16.

room, together with boiler-room, dressing-room, and foundry. They also make room in the old building for a large laboratory for experiments in light and sound, and one in the basement for electrical engineering.

"In addition to this increase in special accommodations, some valuable and much-needed machinery has also been purchased and put in place. The principal^{al} items are the following:

1. A ten-horse Westinghouse alternating dynamo.
2. A sixty-five horse-power boiler.
3. One fifty-horse-power engine.

"The boiler and engine were built especially for us by 'The Robert Wetherill Company,' Corliss Engine Builders, of Chester, Pa. Not only will this engine and boiler furnish all required power for engineering purposes, but it will serve most admirably for all experimenting investigations, besides making it possible for us to light our whole plant by electricity whenever it is deemed wise to wire the building and purchase a commercial dynamo.

"The cost of these improvements has been about ten thousand dollars."

Referring to this building the next year, Professor Beardsley said: "The steam heating has been so arranged that the building is heated by the exhaust steam from the engine, when the latter is running, and at night and other times from the college boilers as formerly, or it may be heated from the new boiler when necessary."

"The new Engineering Laboratory will afford opportunity long desired for experimental work much in advance of former years. The draughting rooms provide each student with his own table, thus saving him much time, and giving him unlimited opportunity for the practice which makes perfect. So also the wood-working shop gives each student his own bench and tools, where he may work without detriment to the rights of others. Few colleges possess better opportunities for individual work than we can now offer."

[Over:
fill]

[Insert on p. 11.]

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"This department, in connection with the department of Physics, has undertaken during the present year to build a 500-light dynamo, for the ultimate purpose of lighting the College by electricity, and of driving our various shops by electric motors, and for the immediate purpose of furnishing practical instruction in machine construction and in applied electricity. It is hoped that our increased facilities will find a ready response on the part of young men desiring thorough preparation for their life-work in this direction."

The problem of utility plus culture was grappled with anew in the engineering department in 1899, when Professor Beardsley, "in connection with the heads of other departments concerned, is engaged in a revision of the course of study in Engineering, with the desire to keep it fully abreast of contemporary requirements in the exacting profession to which it leads, and at the same time, to increase, if possible, the opportunities of general culture which it offers."¹

Professor Beardsley was incapacitated by partial and increasing blindness, in 1898, and Wilbur M. Stine, Ph. D., succeeded him (until 1908).

Some of the student reactions to the work in engineering ^{during the early period} (are to be found in The Halcyon)² (and a photograph of the Corliss steam engine is also presented in one of its issues)³

The course in surveying, for example, which the engineers of every class had to pursue, brought forth the following definition:⁴ "Survey: To re-measure the college real estate. These measurements have been made annually since the year 10 B.F. [before the Fire of 1881], and have never varied by over twelve acres, thirty perches, more or less."

~~- Ibid, 1899, p. 25. 2 - Cf. ^{Halcyon,} 1893, p. 187. 3 - Ibid, 1902, p. 118.~~
~~Ibid, 1888, pp. 17 - 18.~~
~~Ibid, 1896, p. 26.~~
~~Ibid, 1895, pp. 27 - 28.~~
4 - Ibid, 1891, p. 131.

PHYSICAL CULTURE

With the first catalogue, the announcement was made: "Especial attention is paid to preserving the health and strength of all the students, as without these prerequisites the prosecution of a course of study must be greatly retarded." It then mentioned the "encouragement" of "regular daily exercise in the open air," the "extensive play grounds", a large room for light gymnastics for the girls, and a projected gymnasium for the boys. "Physical and Vocal Culture," indeed, were given first place (even before "Moral and Religious Training") in the statements under Instruction. The next year, regular daily exercise in the open air" was "insisted upon", and was regularly "required" thereafter.

The first gymnasium was erected in 1871, and a non-resident "Professor of Gymnastics" was appointed for the college year 1871-72. The "exercises", it was stated, "consist almost entirely of the so-called light gymnastics, and are required of all the students, unless specially excused at the request of parents or guardians, but no effort is required of any student which cannot be safely and profitable undertaken by any one in good health." They were prescribed for both boys and girls, the latter being now given a regular course in gymnastics for the first time, and required to provide "dresses suitable" for them.

The requirement of gymnastics was modified in 1875-76 by the statement that "all are advised and encouraged to avail themselves of the privileges of the gymnasium." But the requirement for "regular daily exercise in the open air" still held until 1877-78, when it too was "encouraged."

~~Beginning with 1885-86~~ a non-resident physician, Dr. Walter W. Ford, was appointed "Director of Physical Culture", and a non-resident physician, Dr. Susan P.

1 - 1869-70, p. 30.

2 - Cf. infra, p.

3 - Catalogue, 1872-73, pp. 29-30. 1871-72, p. 27

4 - This exception was replaced the next year by the clause, "unless they bring a certificate from a physician that it would be injurious to their health to take them" (Ibid, 1873-74, p. 26).

5 - Ibid, 1875-76, p. 26. 1872-73, pp. 29-30.

6 - Ibid, 1877-78, p. 28. 1875-76, p. 26.

7 - Ibid, 1877-78, p. 28.

Stackhouse, was appointed, "Lecturer on Physiology and Hygiene to the young women." It was then provided that "all students undergo an examination at the beginning of each year, and each individual is required to take such a course in Physical Culture as is prescribed by the Director. Subsequent examinations show the improvement made in each case."¹

[Insert p. 12/1]

In 1888, Jacob Kinzer Shell, M.D., University of Pennsylvania, 1881, came to the college for a ten years' service as director of physical training of men.² Although himself a keen advocate and notable exponent of competitive foot ball, ^{Dr. Shell} he said in his reports of 1895³ and 1897: "During the past school year there have been four centres of activity in the department of Physical Culture; namely, on the Track, in the Field, in the Gymnasium, on Ice and in Water. Though in every case the feature most noticeable to the public has been the competitive character of team work, the more valuable and instructive part of the activity remains unseen. It is this veiled activity which renders the scope of competition so valuable. Whilst in foot ball only fifteen men are chosen to represent the college, thirty-five to forty men are daily working on the field, each doing the same work with the same earnestness."

"On the Track five men reached such a high grade of activity that they were sent to compete in the collegiate championship games, and each of them compared favorably with their competitors. Twenty-one men reached the standard for the Pennsylvania Inter-collegiate Athletic Association. Thirty-seven men made standards entitling them to wear the College initial 'S' on all occasions. There were seventeen who were working for these honors but failed reaching anything but the resultants of a systematic daily routine of physical activity in the open air. Altogether there were fifty-four of our students actually at work, and in no case was there any injury to limb or function. Everyone was greatly benefitted in mind, body and habits."

"In the Gymnasium regular class ^x exercises were held from Twelfth month until Fourth month; four-fifths of the students being regular in their efforts and deriving great

1 - Ibid, 1885-86, p. 29.

- He returned to the college in 1906 for three years more in the same position.

3 - Stockholders' Minutes, 1895, pp. 31 - 32; 1896, p. 29; 1897, p. 34.

(Photo: Kealey)
1895, p. 32
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benefits. During the winter bi-weekly games of basket-ball were engaged in often, as many as sixty men playing in one afternoon. The Gymnasium work simply emphasizes the inadequate accommodations afforded by our present Gymnasium in space and equipment.

"We were favored by two weeks of ice suitable for skating, of which every skater availed himself. Frequent tests of speed were indulged in and daily games of hockey were played, finishing up with the Class Tournament.

"In the summer two swimming races were held in Crum Creek, one at 75 yards with eight starters, and one at 150 yards with seven starting. These showed that we had much material capable of sufficient speed and endurance to be valuable in saving life in time of emergency.

"The aim of our work is the developing and strengthening of all our students, in order to do the greatest good to the greatest number. . . .

The sole object and aim of this department is the developing and strengthening of the physical structures and functions so as to preserve each student in perfect health and power, and to render him capable of greater activity and mental effort. The work commences in the gymnasium (which is totally inadequate in equipment and size) still, by laborious adaptation we obtain increasing results.

We insist upon this gymnastic training before allowing participation in Athletics, believing that a thorough conditioning and developing of the entire muscular frame is absolutely necessary before engaging in the recreations of athletic games.

"Taking one form or another of the physical activities we can say that fully nine-tenths of our students have vigorously engaged in some one game with a resultant of greater strength and activity. Every proper form of physical activity has been encouraged and engaged in, making our students brighter, stronger, and in touch with the outside world, and at no time have the scholastic duties been encroached upon. All our exercising has been done in recreation hours. And whilst it might seem that we are devoting too much time to this building up of strength and muscle, and taking the attention away from study, it is

just the reverse. Our spare time is engaged in taking our students away from participation in those things which are harmful and enervating, and putting them in such activities as give good rich blood, and tingling responsible nerves, that build up strong morals and sound minds. *And we think our work is well.* [Sweet p. 4-1. 124]

Mary V. Mitchell Green, M.D., Woman's Medical College of Pennsylvania, 1884,

came to the college in 1894 for a nine years' term as director of physical culture for young women. Reporting on her work in 1895, she said: "The work in Physical Culture for the young women includes systematic gymnastic training and out-of-door sports. Somerville Hall is well furnished with Swedish apparatus. After the students have been thoroughly examined medically and their work prescribed for them, they exercise under the instruction of Marion Hunter.

"The regular Swedish work is varied occasionally by indoor games, and basket-ball has been added to make the hour more interesting. The improvement noted in the students last year was very gratifying. Several crooked backs were found straightened, many uneven shoulders were even, there was a general increase in strength and lung capacity, and in many cases lassitude had given place to energy and enthusiasm.

"In the spring and fall all students are encouraged to be out of doors as much as possible. Tennis has been the favorite game thus far. The new golf course will probably soon rival the tennis courts in popularity. It is laid out on the campus upon the girls' side and extends from the front of the college to the station, thence northward to the meeting house and return, covering a large space of ground. This makes splendid out-door exercise and a very interesting game. Other advantages of golf are that it can be played by large numbers at all seasons."

Two years later, her report stated: "Basket ball continued in popularity, and this year poles have been so arranged out of doors as to hold baskets for the game, and in suitable weather it will be played in the open air. [Sup. 125.] →

1 - She served also as medical examiner for young women from 1903 to 1909.

2 - Stockholders' Minutes, 1895, p. 32.

4 - ~~Ibid~~ 1897, p. 33.

3 - Supra, p.

~~Stockholders' Minutes~~

How "well" the students thought athletics were under Dr. Shell is seen from the following page in the students' ~~annual~~^{year-book}¹. "Athletics were, for a long time, considered by Managers of Swarthmore to be detrimental to the best interest of the college, but under proper care and management they have become such an important factor in our college life; it seems well to devote a brief space in the college annual to their consideration.

"Since the appearance of last year's annual many things have occurred which it is our duty to chronicle. The Department of Physical Culture of Swarthmore may be said to have been founded in 1888. The managers, recognizing that 'the best development of an individual requires the careful training of his physical no less than his intellectual powers,' early in the year appointed a Physical Director. This appointment fills a long felt want, as heretofore men have been allowed to exercise without any regard to health or strength. Under the Director's supervision all the students have been examined and assigned such work in the gymnasium as will result in the symmetrical development of their bodies. This year, it is expected, will show a marked increase not only in the total strength of the student, but will bring out such men as have the strength and qualities for becoming athletes. - - -

"Truly, Swarthmore has entered upon an era of great athletic prosperity, but this success can only be maintained by the combined efforts of the Alumni and undergraduates. By the successful amalgamation of the various athletic organizations one of the desired ends has been reached, that of obtaining an Advisory Committee from the Alumni. This committee, working together with a committee from the undergraduates, expect in the near future to put the Association upon a firm financial basis; then we may hope ^{for} a movement such as produced 'Attierfield' to build a gymnasium worthy of the position which Swarthmore holds in the athletic world."

The Golf course has been relaid and is more frequently in use.

"The students have formed an athletic club. This is entirely separate from any other association - and has been established by the young women of Swarthmore College to increase the interest in outdoor sports. It is expected that much benefit will come from this organization. By arranging its members into committees no member is overtaxed. Each has equal opportunity for the use of everything and the income from the small fee charged every member helps to buy new golf sticks, tennis nets, etc., etc."

How large a part outdoor sports played in the physical training of the men students, - especially in the absence of an adequate gymnasium - is seen from the following report ¹ of Dr. Shell: "In our efforts to give the students plenty of pure fresh air, increased breathing, stimulating circulation, reviving nervous and muscular power, we have sought the aid of nature's gymnasium, and led our students to recreations, games and sports in the open air, - and from the opening to the closing of the college year every afternoon may be seen our young men engaging in such sports as will not only give them healthful recreation but invigorating exercise. We are careful to insist upon the dictum 'the sport for the sport's sake,' always endeavoring to eliminate roughness, vulgarity, petty squabbling, unfair tactics, and technical violations of rule. It has not been with us the 'winning at any cost,' but rather, the physical and moral good to be obtained for our students from these pastimes, whether we win or lose, a small matter when compared to the strength, agility, health, and manliness our men obtain from all our games. To-day the noble game of La Crosse is the game that gives the greatest physical results. Beautiful to look upon, it calls for a skillful use of the implements, a quick mental appreciation of exactly what to do and when to do it - intense personal alertness, discernment, judgment - a great moral educator.

"In our work we are supported by all the young men by undivided attention, unceasing

ffort, the determination of obtaining the greatest good. All of which tend to eliminate tendencies to vicious and debasing habits, unfairness, deceit, and cheating. Everywhere warthmore is recognized as the fairest of the fair, - manly and true - with no suspicion of subtle trickery and unfairness. Surely a reputation to be proud of, and every to be reserved."

The catalogues¹ of ¹⁹⁰²~~1898-99~~ stressed the opportunities afforded for outdoor sports, as follows: "The extensive and beautiful grounds invite to out-door exercise, which is encouraged in every reasonable way. Whittier Field, the College athletic ground, provides a quarter-mile cinder track, a well-graded field for athletic sports, and a suitable stand for spectators. Upon the campus are tennis courts and golf links, much used by students of both sexes, and ~~and~~ ^Gross-country running, bicycle riding, and skating on Crum creek are favorite forms of exercise."

THE LIBRARY

No mention of a library, or reading-room was made in the catalogues of 1869-71; and in its first report to the stockholders in 1869, the board stated: "We have not felt justified in the present state of our finances in making provision for the arrangement of a library, of which we already have a nucleus by donations. The want of miscellaneous reading matter is much felt among the students and teachers."

Donations of books and pictures had been made during *several* years before the opening of the college, and had been duly listed in the minutes of the stockholders' meetings. By 1870, the board could report: "The Library has grown by contributions and purchases made with funds appropriated by the Board, and now contains twelve hundred volumes. Friends having private libraries which are becoming less important to them as they advance in life, might, by placing them at Swarthmore, render them useful to generations which are to follow them."

"We need bound periodicals which record the history of our own and recent times, and of these a complete copy of Friends' Intelligencer from its origin would be a valuable contribution. [A footnote was added to this statement as follows: "Deborah F. Wharton has since supplied this deficiency"⁴] The influence of pictures is not to be overlooked in the training of young minds, and the late contributions of engravings, by George Truman and Henry M. Laing, representing groups of American inventors and of literary men and women, have attracted much attention."

A "Reading Room" was set aside on the *second* story of Parrish Hall in 1869-70, and the board reported the next year that it contained "a selection of daily and weekly papers and other periodicals", and had been "found a popular resort for the students when out of school."⁵ [*Insert pp. 126-27*]

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- Stockholders' Minutes, 1869, p. 9.
 - Cf. *ibid.*, 1869, p. 13.
 - *Ibid.*, 1870, p. 6.
 - This set was placed in the Friends' Historical Library, and thus escaped the Fire of 1881.
 - Stockholders' Minutes, 1870, p. 6.

In its report of December, 1871, the board stated:¹ "The College Library has been steadily increased during the past year; appropriate provision has been made for its accommodation in the Managers' Parlor, and a Librarian² has been appointed to take charge of the Library and school books belonging to the institution.² Many volumes have been contributed, and funds have been provided by the liberality of private individuals. Large contributions have been received from the Principal of the Institution [Edward H. Magill], which together with \$200~~0~~ from Friends' Social Union, of New York, and \$50 from Friends' Social Union, of Brooklyn, have been added to the Library fund. The first catalogue of the Library has recently been published, and the number of volumes has now reached 1313. These are classified and arranged upon the shelves, under the following heads, viz: Scientific, Historical, Biographical, Religious, Poetical and Literary. To these are added, chiefly through the kindness of Joseph³ Henry, Washington Townsend, and Benjamin Lippincott, a large collection of Smithsonian Reports and Congressional Documents."

The catalogue for 1872-73⁴ states that "the Libraries of the College now contain about fifteen hundred volumes. The General Library is accessible² to all the students according to rules established by the Faculty, and is open twice a week during term time for the delivery of books, on Fourth and Seventh days of each week, from two to three o'clock P.M. It is open every evening to teachers and members of the household."⁵

The next year, the catalogue reported⁵ "nearly two thousand volumes", and stated that the library was open twice a week for the delivery of "reading books" and daily for the delivery of "books of reference needed by the students in the various departments."⁶ The board in its report for December, 1872, expressed regret that the number of volumes and the library fund had grown so slowly during the year, while "the

1 - Ibid., 1871, pp. 38 - 39.
 2 - Mary P.H. Rockwell, librarian, 1871-72; Kate Louise Rockwell, librarian, 1872-79.
 3 - Secretary of the Smithsonian Institution, 1846-1878.
 4 - P. 27; cf. also Friends Historical Library, infra, p.
 5 - P. 29.
 6 - Stockholders' Minutes, 1872, pp. 39 - 40.

ands regularly appropriated to the use of the Library have been chiefly expended in securing cases for the proper arrangement of the books already obtained."

It stated, however, that "ample provision is now made in the second story of the central building for a Reference Library, and we hope that liberal donations will be made during the coming year for the express purpose of filling these shelves with suitable books of reference. Those now in the possession of the College are more constantly used than even the text books themselves, and at least one thousand dollars should be at once expended for books, maps, globes and charts, to be placed in this Library for the use of all students."

The next catalogue¹ noted the number of volumes as "over two thousand", and stated that "each department of study is supplied with a good and steadily increasing library of reference."² The board in its report of 1873, admitted that "the need, referred to last year, of apparatus, books of reference, maps, charts, etc., for the use of the instructors, has been met to a considerable extent"; but it pointed out that "increased expenditures for these objects, as well as for the enlargement of the general library, are still greatly needed. A sum sufficient for these purposes", it continued, "should be appropriated annually, to be expended as required, or, if possible, a permanent fund, to be called the Library Fund, should be created, by gift or otherwise, the interest of which should be available for uses so indispensable to success."

Referring to the Reading Room, this report stated that it had been "liberally supplied with the leading magazines and journals, both literary and scientific. This has been done for the past two years by an annual appropriation; but it would be better to make it dependent upon the Library Fund, if such a fund is established."

In 1875,³ the board reported that "a large Library Room has been fitted up and

• 1873-74, p. 25.
• Stockholders' Minutes, 1873, pp. 49 - 50.
• Ibid, 1875, p. 47.

repared for the reception of books"; and that, besides the reference library, reading room, and Friends Historical Library, the general library was now supported by "the nucleus of a Students' Library." This last, it continued, "has been formed by the four literary and scientific societies of the College, and they have recently been furnished with cases in which to deposit the books which they contribute. In the course of a few years this Students' Society Library will doubtless become an important and interesting portion of the educational facilities of the college."¹

Stating that in the selection of books for the library "great care is taken to add those which will be of permanent value", it again appealed for a library fund, and based its appeal upon the conviction that "a large and well selected library is of prime necessity in every literary institution. It is not a mere luxury, to be added when means permit it, but the very life of the institution is dependent upon it." The ideal the board set before itself was quoted from Taylor Lewis,² as follows: "A large library is an indispensable requisite for a College. It should be the chief attraction for all the better class of students; but it should be a bibliotheca indeed, not a mere circulating library filled with the transient literature of the day. It should contain the most rare and precious productions of past ages. It should represent the world in space and time. It should be a place for study and for writing, furnished with every accommodation for those purposes, with its regular hours of the day and evening, during which all should have access to its advantages for reading and for conversation [!], but with no license for withdrawing books from their places of security."

³
In 1876, the board reported "additional cases" and a collection of "about 2600 volumes"; but it again appealed for a fund of "at least a thousand dollars a year"

1 - This was probably on the second floor of Parrish Hall, across a hall from the Reading Room.

2 - Professor of Greek in Union College, 1849-1877.

3 - Stockholders' Minutes, 1876, pp. 47 - 48.

which could be profitably expended for library accessions "for many years to come". Referring to the Students' Library, it stated that it numbered "several hundred volumes, under the care of the different Literary Societies of the College classes, purchased by them and held for their use with the understanding that, in case of the disorganization of any Society, its library and other property revert to the College: a principle which gives permanence and stability to the collections made from year to year."

During 1877-78, the collection numbered 2824 volumes, most of the increase of 29 being due to purchase, but "among them", the board stated, "is included a rare and valuable collection of Mathematical works, donated to the College by the will of our late beloved friend and valued co-worker, Benjamin Hallowell, thus showing his continued interest in the welfare of the college of which he was one of the principal founders."

With 1879-80, Arthur Beardsley, Professor of Mechanics and Engineering, began his eight years' service as librarian; and he at once began the cataloguing of the Friends' Historical Library and the thousand volumes added to the general library in his first year of service. He also re-arranged the latter "on the Dewey system, by which all books relating to the same subject will be grouped together on the shelves, with those on kindred subjects adjoining them, while the numbers which indicate a book's place on the shelves also indicate the subject-matter of the book. This system also enables the librarian to keep a complete record of the character of the reading of each student, and of the use made of each book. A catalogue of subjects treated of is in preparation."

Under the new régime, the students' libraries also were "subject to the frequent examination of a committee of the Faculty, to whom also new books proposed to be purchased must be submitted for approval." Once more the board appealed for a library fund, stating that "a good library, well managed, is in fact an assistant-instructor in all departments of study, and as such should be kept alive and up to the times, and liberally maintained."

- Ibid., 1877, p. 53.

- This was followed by twenty-four years (1893-1917) as librarian of the Friends Historical Library.

- Stockholders' Minutes, 1880, p. 56.

But, alas, for the strenuous efforts of a dozen years! The Fire of 1881 destroyed "upwards of 3600 volumes of works generally selected by the Professors and Instructors - - - in consequence a valuable working collection."¹

The board, reporting on this loss, said:² "The general Library of the college was almost totally destroyed by the fire, the only books saved being a few in the hands of the teachers and students, amounting in all to 180 volumes. The loss is felt to be most serious as affecting the means of instruction. All of the books purchased for several years past had been selected by the heads of the several departments of study, as aids in the preparation of their work, or as collateral reading for their classes, or by students desiring to work up special subjects of study; therefore the books represented the latest and best works in each department. The Library contained but few works of fiction, and those only of the most approved character. While the increase had been slow, the books added year by year had made it a working Library for the Professors, Instructors and Students, the real value of which we can now appreciate.

"Much labor had been expended, especially during the last two years, in rearranging, classifying and cataloguing the books, for the sake of securing the greatest amount of convenience in their use. The experience thus gained will be of service in building up the new Library. A good Library is one of the most important means of instruction in a college, and it is hoped and believed that our great loss in this respect will be made up at an early day. The insurance upon the Library was below its money value, but the Alumni of the college have generously and promptly come forward and already subscribed about twenty-five hundred dollars toward a Library fund. Several authors, as Whittier,³ Holmes Longfellow and Parkman, have contributed complete sets of their works, and some publishers have also added to this contribution, and it is hoped that others will follow their example. It is believed that thro' these various means, and the deep interest in this subject felt by the friends of the college generally, we shall soon have an excellent working Library quite equal to that which we have lost. Acknowledgment should also here be made to the publishers of Boston, New York and Philadelphia, who contributed, free of cost, all the text books needed in the Preparatory School."

1 - Catalogue, 1881-82, p. 30.

2 - Stockholders' Minutes, 1881, pp. 14-15.

- Whittier contributed books from his own library, which together with others purchased after Whittier's death by Charles F. Jenkins and presented by the latter to the college, are still preserved in the Friends Historical Library in a separate collection.

The ^{is} note of determined optimism was ~~immediately~~ ^{consistently repeated.} sounded. "The most immediately useful books will be replaced before the end of the present college year", the catalogue of 1881-82 stated, "and be catalogued and arranged in the new Library Room during the summer preparatory to the opening of the new year." ^[sent p. 132] By December, 1882, the board was able to report: "Although our library, so important as a means of instruction, was almost entirely destroyed, yet, by generous contributions of the Alumni and other interested friends, a fair beginning with about 3000 volumes has been made towards its restoration.--- the books which are being thus supplied are selected with care and purchased at the most reasonable rates by a Committee of the Board, to whom this very important service is entrusted."

The committee referred to consisted of

1

The following year (1883), the board reported: "The Library of the College now contains upwards of 5,700 volumes, which have been purchased with funds contributed for the purpose, principally by the Alumni Association. The books have been selected with care, and are mainly the standard works in general literature, with very few works of fiction. The Alumni fund is now about exhausted, and we earnestly hope that friends will contribute towards the maintenance of the library, that the instructors and students may have access to the latest and best works at all times, and that the excellent working

- Ibid., 1883, p. 15.

lection which was lost may soon be replaced. Many additional works on modern science particularly desirable, some of which are very expensive, yet very important aids in work of the College. Our money has been spent in purchasing those general works which, was felt, should be in every good library, and we now appeal for aid for the purchase of special books on special subjects to which the heads of the various departments of instruction should have access, and to which they may refer their students. All must agree that the library is, or should be, one of the most important means of instruction which the college possesses, and in it, as in all the other departments, a high standard should be maintained. - - -

"The College Society Libraries now number, collectively, nearly 2,000 volumes, which have been purchased, or contributed by the students. These volumes are desirable complements to the general Library, and are accessible to all the instructors and the college students."

The number of volumes increased to 6,247 volumes in 1884, and the board stated that "the question of more ample quarters for the Library must soon engage our attention, as its growth must keep pace with that of every department of study, and it may be necessary to erect a new building for this purpose."¹ *More* years were to elapse, however, before a new library building materialized; but *[insert p. 133-1]*

Twelve hundred volumes were added in 1885, Dillwyn Parrish having given nearly half of these; and the board reported:² "The library is catalogued, classified and arranged on the Dewey system, which is very convenient for practical use, and a card catalogue of authors, titles and subjects is nearly completed. New cases have been added during the past year, but more are already needed, and the capacity of the room will be found quite insufficient in a few years, when we must look to the erection of a new building, fitted with all of the modern appliances for a library and reading room."

- Ibid., 1884, p. 13.

- Ibid., 1885, p. 15.

Dillwyn Parrish died in 1886, and his sons presented to the college the rest
¹
of his library, numbering 420 books.

By 1887, the library numbered 9,243 bound volumes, which had been "selected by
the Library Committee", the report stated, "with great care, and the proportion of books
²
of permanent value is larger and more valuable than that lost by the fire in 1881."

In 1890, the board called attention to "the pressing demand for increased
library facilities, first of which is a fund for the purchase of more books for each depart-
ment, and hardly to be classed second, a Library Hall, the present accommodations being
together inadequate."³ [Insert p. 134¹] KFP [Insert p. 134²]
⁴

Two years later, the board reported: "The general Library now contains ten
thousand three hundred and eighteen volumes, having been increased during the year by the
addition of three hundred and ninety-one volumes. Of this addition 130 volumes are books
of modern French authors, selected by Dr. E. H. Magill and bought in Paris with money espec-
ially appropriated for the purpose; 20 volumes are books bought by Prof. Appleton for the
Greek department, with special appropriation; and 100 volumes are State and national publica-
tions donated by the various departments. The Library Fund will be materially increased by
the close of the present year. It will consist of \$10,000, made up as follows: The Edgar
Brown Fund of \$5,000; the Dillwyn Parrish Fund of \$1,000; and the Alumni Fund of \$4,000,
which has just been completed through the efforts of the Alumni, generously assisted by a
contribution of \$1,500 by Clement M. Biddle.

"The somewhat crowded condition of the present library room has been to some ex-
tent relieved by the establishing of special libraries in several of the departments of

-
- Ibid, 1886, p. 17, 1887, p.16.
 - Ibid, 1887, p. 16.
 - Ibid, 1890, p. 17.
 - Ibid, 1892, pp. 21 - 22.

udy. This can be still further done in a few instances, but some effort should be made
an early day to secure more ample accommodations for this important part of the
llege."

In 1895, both the board and the president repeated this desire, the board stating:¹
e may mention, as one of the most pressing needs of the College, a Library Building, the
esent space devoted to books being wholly inadequate to the growing and more intelligent
e of the Library. Crowded sh^eelves and tables waste time, and double the wear and tear
books."

President De Garmo emphasized this by stating:² "The College should have a new
rary building, which should be furnished with seminary rooms for special research, such as
e now found in all institutions where advanced study is carried on. It is also desirable
at this library should be furnished with an audience hall, capable of accommodating the
ge crowds that attend our public exercises from time to time."

Despite the "depression" of 1893-97, the library continued to grow, slowly, its
oks numbering in 1897, 12310 volumes. Of these, the board stated:³ "An unusual number of
vernment publications has been received from the Superintendent of Documents at Washington,
has distributed to selected libraries 'Remainders' so-called, which have been accumulat-
; for years at the Publication Office."

President Birdsall renewed this appeal in 1899, as follows:⁴ "The present ar-
gement of the library is a serious inconvenience and source of loss. A college library
nt to be the very heart of its intellectual life, and I can think of no addition to our
ilities which would so enrich us, so stimulate desire for culture, and whet the appetite
our students for that which is of permanent value, as the provision of a spacious,
ractive building, into which our collection of books could be gathered from the various
ts of the premises where they are now scattered. Such a building ought, if possible, to

Ibid, 1895, p. 16.

2 - Ibid, 1895, p. 19.

Ibid, 1897, p. 35.

4 - Ibid, 1899, p. 26.

be immediately accessible from our main corridors; it should be open for study throughout the day and evening; it should provide space for the interesting collection of the Friends' Historical Library, and liberal space not only for the books we have, but for the accumulations, at least, of the near future, with ample accommodations for reading and study."

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THE FRIENDS' HISTORICAL LIBRARY

1

As early as December, 1871, the board reported to the stockholders that,

through the kind liberality of our friend Anson Lapham, of Skaneateles, New York, a room in one of the fire-proof alcoves [of Parrish Hall] has been furnished with cases and fitted up for a library designed for Friends' books and those which pertain to the history of the society [of Friends]. About 150 volumes and a small collection of letters, engravings and photographs have already been deposited here through the kindness of several of our friends who have taken an especial interest in this subject. An invitation has been extended, through the columns of the Friends' Intelligencer, to contribute to the shelves of this Library, but as yet the call has met with but a feeble response. It is believed that there are many volumes in the private libraries of Friends throughout the country, which they would willingly contribute and which would be very properly deposited here. The room has been named the Anson Lapham Repository."

2

The term repository, instead of depository, was doubtless selected for this room because it was intended to keep its collections in perpetuity, and not temporarily for sale, and because it was hoped that the additions to it would be indefinitely repeated. Anson Lapham, the founder of the library,

Minutes, 1871, p. 39.

The board's report for 1869 (pp. 12 - 13) contained a list of recent donations, among which were the following which were referred to in this report of 1871: A framed engraving of William Penn from Henry M. Laing; a cane which belonged to George Fox, also a bust of Elias Hicks, life size, from Isaac Stephens; Journal of George Fox, 4 to, 1765, from Jacob Capron; genealogy of the Macy family, from William H. Macy; standard Friends' books, old editions, from Cyrus Livezey; History of Delaware County, from George Smith, M.D.; the New Testament in Greek and Latin, with a Syriac version (in Hebrew type) and a Latin translation of the same, and Chaldaic and Syriac Grammar, by Immanuel Tremellius, 1569 (belonging to the library of the late Dr. Joseph Parrish), from Joseph Parrish, M.D.

1

The report of the board in 1872 stated that the collection had been increased during the year, "but not so rapidly as the importance of such a library in this institution could seem to require. If interested Friends," the report continued, "would procure works suitable to be deposited here, and forward them to the College, instead of depending upon the few which may be found in their own libraries, or if they would contribute funds for this purpose, the design of the founder would be more likely to be accomplished at an early day, and a library established from which the present generation of young persons who are being educated at Swarthmore could learn much of the history of the Society of Friends, and from which future historians could derive valuable information not elsewhere to be found."

The next year, the board made "provision for a complete record or descriptive catalogue of every book and other object deposited in the Repository, with a full account of the articles themselves, and the source whence they came." It referred to another gift from Anson Lapham of "a large number of photographs and engravings of the present and past representatives of our religious society."²

The repository having been named after Anson Lapham, the board decided that the name of the collections themselves should be the "Friends' Historical Library of Swarthmore,"³ thus making the wholesome distinction between a library building and the library itself. Anson Lapham, at the same time, having provided for a repository and made some contributions to its collections, now turned his attention to scholarships and gave \$10,000 to the college for that purpose.⁴

In its report of 1876,⁵ the board expressed its regret at the recent death of Anson Lapham, "an active and earnest advocate and a liberal friend of the College," and reported that the library had been "considerably increased during the past year and now

- Stockholders' Minutes, 1872, p. 40.

- Ibid., 1873, p. 50.

- Ibid., 1874, p. 49. This change was formally approved in the by-laws of the corporation by providing for a committee of the board to care for the "Friends' Historical Library" instead of for the "Anson Lapham Repository."

- Ibid., 1875, p. 46.

- Slide, 1876, pp. 47-8.

numbers more than 450 volumes." A "full descriptive catalogue of the books and other subjects of interest" in the collections was being prepared, the report stated, and would be distributed among the stockholders when published, "in the hope that when they see the complete list and the descriptions of the collections already made, they may be induced to make contributions to increase what has been so well begun. - - - The great value of a complete library of Friends' books to such an institution as Swarthmore, the only College in the country belonging to our Society [1], is too obvious to need to be further enlarged upon in its Report." *P An interesting insert p. 137 1/2*

A bequest of \$5,000 to the library from Anson Lapham much encouraged the board¹ 1878; and the next year the board reported that "a very valuable addition has just been made to the collection by the gift of one hundred volumes, principally relating to the early history and literature of Friends, donated by our friend Charles Thompson, of Manchester, England, in commemoration of his visit to the College during the Centennial year."²

In this year, Professor Arthur Beardsley became librarian of the college, and at the same time entered upon a service of thirty-two years as librarian of the Friends' Historical Library. In the latter capacity, he began "a complete [or apparently the completion of the] catalogue of the books, manuscripts, engravings, photographs, etc." This catalogue, the board reported "will enable one to find readily all that the collection contains relative to any prominent person or event connected with the early history of the Society of Friends, and will add greatly to its usefulness and interest. It will be completed fully in the coming year, and will be so arranged that future additions can be inserted in their proper places."

In preparing this catalogue, Professor Beardsley found many gaps in the collections, and through the board's report in 1880 made the following appeal:³ "Opportunities often occur to the librarian of purchasing at low rates, desirable works of early Friends which

- Ibid., 1878, p. 51.
 - Ibid., 1879, p. 47. *Shin*
 - Ibid., 1880, p. 56.

not in the library, and the addition of which would greatly assist in completing the collection. A small fund at his disposal to be expended for this purpose as occasions offer, subject to the approval of the committee having this library in charge, would enable him to procure books which are growing more and more scarce. The sum of one hundred dollars has recently been contributed for this purpose by two of the friends of the college."

The wisdom of anticipating the collections of Quakeriana by preparing the Lapham Repository, "a fire proof alcove", was abundantly justified in September, 1881, when "the Great Fire" destroyed almost the entire collection in the general library, but did ¹ damage to the Friends' Historical Library. The board, reporting on this fortunate circumstance, said that provision had been made for it in a fire-proof part of the building, and consequently there had been preserved from destruction its "interesting and valuable collection of the writings, manuscripts, portraits, and other mementoes of prominent early Friends, many of which could never be replaced." There were added to it during the year [1880-81] thirty-three volumes and one hundred and ten pamphlets, many of which are of especial interest, all relating to the early history of the Society. ¹

In 1884, the cataloguing, which had been interrupted by the Fire and other circumstances, was taken up anew. ² The addition of 111 volumes in 1886, included the gift of fifteen early Friends' books by Charles Thompson, of Moorland, England. ³ By 1887, the volumes numbered 1,070, an increase during the year of 179 (132 of which came from the library of Dillwyn Parrish). ⁴ Three years later, the board reported: "The Friends' Historical Library numbers 1208 ^{found} volumes, besides a collection of Friends' books not yet entered, the recent gift of Dillwyn Parrish, Jr., of London. Through the efforts of Albert A. Merritt, of New York, and the liberality of interested Friends, there and elsewhere, money has been raised to purchase the library of a deceased English Friend, a collection rich in many volumes which we did not before possess. As an aid to the student of Friends' principles and history, the Librarian proposes to index the most important subject-matter of this library."

(of January, 1882),
 Ibid, 1881, p. 15. The Phoenix reporting on the damage done, stated: "The engraving of James [sic] Fox was all burned in the fire with the exception of one eye; the original painting was saved."
 Ibid, 1884, p. 13.
 Cf.
 Ibid, 1890, p. 15. 256

In 1891, the library possessed 1,710 bound volumes and "some 500 pamphlets, which will be bound as fast as the means at hand will permit".¹ It was reported at the same time that "the 'Henry Thorp Collection,' referred to in our last report as having been purchased, has been placed on the shelves and catalogued. This invaluable collection, in connection with that of Dillwyn Parrish, Jr., has given us so large a proportion of the most important works of early Friends that it will not be difficult to obtain the few not yet in our possession; and it is hoped that Friends will contribute toward a fund for this purpose, and for binding and keeping in repair this collection, already probably the most complete in this country."

The bound volumes numbered 1,760 in 1892; and of them, President De Garmo said:² "bearing in mind that many of these bound volumes contain several works each, it will be seen that this does not represent the entire number of separate works, nor is the number of volumes a just measure of the value of the library. It is believed that, both in the character of the collection, as well as in the number of volumes, there is but one more valuable library of Friends' books in existence. With the continued coöperation of interested Friends, the committee will seek constantly to add to its value as opportunity offers. It is in contemplation, when funds are in hand, to print during the coming year, a short title catalogue of the Library, for the purpose of furnishing information concerning it, and of increasing the interest in it among Friends."

During eight days in August, 1896, the college was host to the Friends' General Conference, and ~~the~~ ^{of the conference} managing committee showed its gratitude for this hospitality, among other ways, by appropriating ~~to it~~ the sum of \$500, which was invested by the college as the nucleus of a "Friends' Historical Library Fund."³

By 1897, the library possessed 2,322 bound volumes;⁴ in 1910,⁵ 2,468 ;

Ibid., 1891, p. 15.

Ibid., 1892, p. 22.

Ibid., 1896, p. 17.

Ibid., 1897, p. 35.

Ibid., 1901, p. 2.

Chapter LX
Alumni and Non-Graduates
Numbers

The number of graduates during the thirty years (beginning with the first class of 1873) was 640, or an average of 21 each year. The smallest number was 4 (in 1885) and the largest was 52 (in 1902, after 35 in 1901). During the Depression, the ~~maximum~~ number of 41 was reached (in 1896), but this declined to 22 (in 1898).

The number of non-graduates was 1,080, or an average of 36 each year. The non-graduates equalled 63%, and the graduates 37%. The smallest number of non-graduates was 21 (in 1873), and the largest 58 (in 1891). During the Depression, the number declined from 58 (in 1891) to 32 (in 1897).

In the classes of 1890, 1897, 1901 and 1902, the graduates outnumbered the non-graduates by 30 to 28, 34 to 32, 35 to 31, and 52 to 38, respectively. In all the other classes, the non-graduates outnumbered the graduates, by 37 to 6 and 24 to 4, in the classes of 1877 and 1885, and by 42 to 41, in the class of 1896.

Men and Women

The sexes were almost equally divided among both graduates and non-graduates; namely, among the graduates, 319 men and 321 women, and among the non-graduates, 526 men and 554 women. The average yearly number of men graduates was $10 \frac{3}{5}$, and of women graduates about the same.

The smallest number of men graduates was 1 (in 1873 and 1885, after having reached 11 in 1883), and the largest 25

(in 1896). During the following years of the Depression (1897-1900), the number of men graduates declined to 10. The smallest number of women graduates was 2 (in 1877), and 3 (in 1885, after having reached 11 in 1882). The largest number of women graduates was 31 (in 1902); but during the Depression, (1894-98), their number had declined from 24 to 11.

Among the non-graduates, the smallest number of men was 9 (in 1876, and 1901), and of women 9 (in 1873); the largest number of men was 31 (in 1895), and of women 39 (in 1891). During the Depression, the number of non-graduate men sank from 31 to 11 (in 1899), and of non-graduate women from 39 to 17 (in 1897).

Degrees

The degree of Bachelor of Arts was conferred upon members of every graduating class from 1873; that of Bachelor of Science, from 1874; that of Bachelor of Letters, from 1878.

A. B. was conferred upon 227 (81 men and 146 women); B. S. upon 230 (199 men and 31 women); B. L. upon 184 (37 men and 147 women).

Post-graduate degrees were conferred upon 55 graduates as follows: Master of Arts—from 1881—upon 24 (8 men and 16 women); Master of Science—from 1881—upon 5 (3 men and 2 women); Master of Letters—from 1882—upon 6 (4 men and 2 women); Civil Engineer—from 1879—upon 20 men.

Honorary degrees were conferred upon six individuals as follows: A. B. in 1890, upon 1 woman; A. M. in 1897, upon 1 woman; Sc. D. in 1888, upon 1 woman; Ph. D. in 1888 and 1889, upon 2 men; LL. D. in 1889, upon 1 man. All of these, except one (President Isaac Sharpless of Haverford College), were connected with Swarthmore, namely, Professors Appleton, Cunningham, and Beardsley, Dean Bond, and Librarian Olivia Rodham.

4. 18

The ~~Swarthmore College~~ Alumni Association

This association was organized on the 8th of May, 1875, but its officers were not announced in the college Catalogues until 1878-79. It was incorporated under the laws of Pennsylvania, and granted a seal, on the 16th of January, 1882. Its seal, which remained the same throughout the period, ^{was} ~~is~~ a circular disc, bearing the name of the association and the date of its incorporation, and a portrait of Samuel Willets, who was a member of the board from 1862 to 1883 and the president of the board from 1876 to 1883.

The object of the association was stated in its charter to be "to promote union and good feeling among the Alumni, and to advance in all proper ways the interests of Swarthmore College". Its members comprise, inso facto, all graduates of the college. Its annual business meeting and banquet were held regularly on Commencement Day, and to the latter were invited the members of the graduating class, non-graduates of former classes, and the wives and husbands of the alumni. [Chart p. 41]

Even before the large development of the college after 1902, the association played a helpful part in procuring new students and in advising the administrations and undergraduates on sundry matters of college life, especially athletics. It did not nominate alumni to fill vacancies in the board of managers; but, beginning with 1882, it saw twelve of its members elected to the board within the next score of years.

Its officers included a president, three vice-presidents, a secretary, a treasurer, and from three to six members of an executive committee, or board of directors. Men were elected president in 21 years, and women in 3 years; women were elected secretary in 23 years, and a man 1 year.

The names of members of each graduating class were included in all the college Catalogues from 1875-76 to 1899-1900; in 1900-01, the names of the Class of 1900 were included, but those of all the other classes were omitted; in 1901-02, the names of all the graduates from 1873 to 1901 were included, and this became the established custom until a separate Alumni Register was published by the college every five years, beginning with 19 .

Chapter ~~X~~
Personnel

Eminent ~~Antiquarian~~ Swarthmoreans

What is the criterion or yard-stick by which the worth of an institution of learning should be measured, if it be not the character and achievements of its graduates? But how can character and achievements be evaluated? The best that can be done, apparently, is to state the occupation engaged in by each of them, and single out those who for one reason or another have^{ve} become conspicuous in the public eye. But this rough and ready method must leave much room for reading between the lines, and must be modified by the realization that there is among the list many a "mute, inglorious Milton", many a potential Jane Addams, whose careers remain unsung.

~~Home Economics Marriage Domestic Economy~~

The normal state of men is marriage, and perhaps of women too. But there is expressed more interest in the marital or non-marital condition of women graduates of colleges—especially of co-educational colleges. For there are two prevalent theories as to the deleterious results of co-education on the marital condition of women. One of these holds that it is a great handicap to women, and dooms them very largely to a state of single blessedness; while the other holds that a co-educational college is necessarily a "match-factory", and causes not so much the marriage of those who should remain old maids or old bachelors, but results in premature or unsuitable marriages.

~~As to~~ ^The number of Swarthmore's women graduates during the years 1869 to 1902 who were married, the following statistics will reveal; and if happiness in married life depends on opportunity for mutual knowledge, in both "summer and winter",

2.

and if it may be tested by the frequency of divorce, it is of interest to know that very few marriages between Swarthmore graduates in that era were ship-wrecked on the rocks of divorce.¹ Nor were there any marriages between Swarthmore students who were still undergraduates.

Of the 321 women graduates, 210 were married (65%) and 111 were unmarried (35%). Of the 554 women non-graduates, 350 were married (63%) and 204 were unmarried (37%). Of the 560 Swarthmore women who married, 89 (or 16%) married fellow-Swarthmoreans, and 470 (or 84%) married non-Swarthmoreans. Of the 686 girls in the preparatory school who did not enter the college, 423 were married (62%), and 263 were unmarried (38%).

These percentages of women graduates, of women non-graduates, and of preparatory school girls, who married are nearly equal to one another. It would appear, therefore, that marriageability and marriage are but very little affected by a full college course, a partial college course, or no college course. It is evidently the prerogative of women, as women, to marry or not, as they please.

When we come to careers other than those of the husband and father, the wife and the mother, we find that 467 graduates and non-graduates are recorded as having engaged in 27 occupations, as follows:

medicine and dentistry:	72 individuals, 15%;
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1-In fact, only one of the marriages contracted between Swarthmore graduates in that era, out of 89, is known to the writer to have ended in divorce.

engineering:	52	individuals,	11%;
manufacturing:	40	"	, 9%;
government service:	36	"	, 8%;
law	36	"	, 8%;
merchants	31	"	, 7%;
college and university professors:	31	"	, 7%;
banking and brokerage:	29	"	, 6%;
farming and horticulture:	29	"	, 6%;
insurance, realty and accounting:	27	"	, 6%;
social service and trained nursing:	19	"	, 4%;
editorial and publishing:	15	"	, 3%;
art, music, the drama:	9	"	, 2%;
writers:	8	"	, 2%;
librarians:	6	"	, 1.3%;
architects:	6	"	, 1.3%;
soldiers:	4	"	, .9%;
hotel-keepers:	4	"	, .9%;
clergymen:	3	"	, .6%;
missionaries:	3	"	, .6%;
public lecturers:	2	"	, .4%;
printer:	2	"	, .4%;
forester:	1	"	, .2%;
carpenter:	1	"	, .2%;
detective:	1	"	, .2%.

The physicians far outnumbered the dentists; and while there were no women among the latter, twenty percent of the physicians were women. Women also engaged in eight of the other occupations, namely, in government service, as college professors, in farming, social service and trained nursing,

4.

as editors, writers, artists, librarians, missionaries, and public lecturers.

Of these 467 individuals, at least 4⁵ individuals, or 10% of those whose occupations were recorded, attained especial eminence. Among them were:

Nine statesmen: John K. Richards, '75 (attorney-general of Ohio, solicitor-general of the United States); Charles R. Miller, '81 (governor of Delaware); William W. Cocks, '81 (M. C. from New York); John L. McLaurin, '81 [?], (U. S. Senator from South Carolina); Joseph R. Grundy, '83 (U. S. Senator from Pennsylvania); William E. Sweet, '90 (governor of Colorado); A. Mitchell Palmer, '91 (attorney-general of the United States); William C. Sproul, '91 (governor of Pennsylvania); Frederick Cocks Hicks, '93 (M. C. from New York).

Six university professors: Herbert Weir Smyth, '76 (Harvard); Edward H. Keiser, '80 (Bryn Mawr College and Washington University); Thomas A. Jenkins, '87 (Chicago); William S. Marshall, '88 (Wisconsin); Roland G. Kent, '95 (Pennsylvania); Bird T. Baldwin, '00 (Iowa).

Six lawyers: Joseph T. Bunting, '77; John J. White, '83; Ralph Stone, '89; Henry McAllister, '92; Kent W. Hughes, '94; Howard Cooper Johnson, '96.

Five physicians: Edward Martin, '78; Walter Roberts, '90; Omar B. Pancoast, '93; Benjamin A. Thomas, '99; J. Milton Griscom, '02.

Four engineers: Henry B. Seaman, '81; Edward B. Temple, '91; Henry C. Turner, '93; David B. Rushmore, '94.

Four writers: Helen Reimensnyder Martin, '93; Charlotte Brewster Jordan, '82; Marion Nicholl Rawson, '98; Albert Cook Myers, '98.

5.

Two merchants: Morris L. Clothier, '90; Clement M. Bid-
dle, '96.

Two bankers: E. Pusey Passmore, '93; T. Stockton Matthews,
'02.

Two social service workers: Jane P. Rushmore, '83; Hannah
Clothier Hull, '91.

One florist: Robert Pyle, '97.

One clergyman: Alexander G. Cummins, '89.

One manufacturer: Arthur G. Scott, '95.

Two hotel-keepers: Allen K. White, '94, Charles D.
White, '95 (State Senator of N.J., and Mayor of Atlantic City).

Chapter ~~VII~~ XI.

Students

Numbers

Number 1. - These statistics are based on yearly attendance, and not on individual students. If the latter basis were taken, there would be a total of _____ instead of 7,697 (graduates, ex-students, and preparatory). But as each college year is a unit in itself, it is logical to give its personal, numerical, and geographical picture independently of the others.

The total number of students during the period in both the college proper and the preparatory department was 7,697; in the college it was 4,502 and in the preparatory 3,195. The average number per year was 136 in the college, and 152 in the preparatory school (during the twenty-one years of the latter's existence).

The annual number in both increased from 199 in 1869-70 to 303 in 1883-84, and then declined to ^{244 in 1889-90.} ~~227 in 1901-02.~~ In the college, it increased from 26 in 1869-70 to ^{227 in 1901-02} ~~207 in 1901-02;~~ _{(including 20 "irregular" students).} In the preparatory, it decreased from 173 in 1869-70 to 80 in 1889-90 (when the preparatory was abolished) and from 41 in the "subcollegiate class" in 1890-91 to 12 in 1893-94.²

The largest annual number was 304 (in 1883-84); but of these, 221 were in the preparatory. The largest in the college was 229 (in 1899-1900); and the largest in the preparatory was 221 (in 1883-84).

The smallest number in the college, as compared with the number in the preparatory, in the same year, was 26 as against 173 (in 1869-70) and 51 as against 210 (in 1870-71). This

¹-After 1894, the "subcollegiate class" gave way to "unclassified", or "irregular", or "partial" students, of whom there was a yearly average of 14 during 1894-1902.

disproportion diminished until in 1877-78 it was 105 as against 106; but it increased until it reached 84 as against 144 (in 1881-82: the year of the fire) and 83 as against 221 (in 1883-84). Two years later, the college number at last surpassed that of the preparatory (123 as against 121); in 1887-88, the college was just twice as large (170 as against 85), and it maintained this proportion until 1889-90, when it stood 164 as against 80. The preparatory department was abolished the next year; and thereafter until 1901-02, the subcollegiate and irregular students declined from 41 to 20, while the college ^{proper} increased from 165 to 207 (or 227 in all).

The increase in the college number was steady from 1869-70 until 1880-81, when it reached 131. The Fire of 1881 and the two following years saw a decline to 84, 82 and 83; but from 1884-85 until 1892-93 (despite the dropping of the preparatory school in 1890), it increased to 201. Then the Depression of 1893-98 saw it sink to 166; and the Recovery of 1898-1902 brought an increase to 207 (or 227 in all).

The preparatory school increased from 173 in 1869-70 to 210 in 1870-71; but it declined thereafter to 106 in 1877-78. After the Depression of the 1870's, it increased until it reached 221 in 1883-84 (not having been affected, as was the college, by the Fire); but thereafter it was intentionally reduced until it reached 80 in 1889-90, and was then abolished.

Men and Women

The proportion of the sexes in the college was remarkably equal, the total number of men students being 2,213 and of the women 2,198. In the preparatory school, the boys outnumbered the girls by 2,041 to 1,154.

Starting in 1869-70, the college had 11 men students and 15 women. The next two years, their numbers were nearly equal: 25 to 26, and 28 to 28. In 1872-73, the women went ahead with 40 to 30; but thereafter, the men outnumbered the women, increasing from 53 to 40 (in 1873-74) to 71 to 58 (in 1879-80). In 1880-81, the men declined to 68, while the women increased to 63. The Fire of 1881 and the three following years reduced the numbers of both men and women to an average of 41 for men and 42 for women. The next seven years held a nearly even balance: an average of 72 men and 74 women.

For two years (1891-93), the men went to 116 each year, and the women fell to 88 and 85; but during the Depression years (1893-98), the balance was nearly restored with an average of 85 men and 95 women. Thereafter, until the end of the period (1898-1902), the women forged rapidly ahead with an average of 111 as against 89 for the men.

In the preparatory department, the boys largely outnumbered the girls, ranging from 143 in 1883-84 (the largest number) to 54 in 1889-90 (the smallest number), while the girls ranged from 90 in 1870-71 (the largest number) to 18 in 1888-89 (the smallest number). The total number of boys during the twenty-one years of the preparatory school (1869-70 to 1889-90) was 2041, or an average of 97 per year; while the girls numbered 1167, or an average of 55 per year.

During the "subcollegiate" and "irregular" years (1890-1902), the boys numbered 109, or an average of 9 per year, while the girls numbered 92, or an average of about 8 per year.

Geographical Distribution

The students represented in the first year 10 States of the Union. This number increased to 26 (in 1886-87); and at the end of the period, the number was 21. It never fell below 10; and the average number was 18. During eleven years after the Fire of 1881, the number increased to an average of 24; but the Depression of 1893-98 brought it down to an average of 16, and by 1901-02 it had returned to only 21.

Pennsylvania naturally supplied the largest number of students, namely, 3,999 out of a total of 7,697, or about 52%. The largest number from that State came in 1883-84, namely, 159 out of a total of 302, or about the same percent; the smallest number came in 1897, namely, 76, or about 47%. Until the depression years of the 1890's, it always supplied more than 100; and afterwards, it rose to 127 (in 1901-02). Pennsylvania's average yearly number was 121.

Two other Middle States, New York and New Jersey, came next to Pennsylvania, but far below its number, namely, 927 and 910, respectively. Their totals and their yearly contributions ran very close together, being a difference of less than one student per year.

Maryland came next, with a total of 486, and a yearly average of 15; and Delaware next, with a total of 263, and a yearly average of 8.

These five Middle States supplied 6,585 students, or 86%; thirteen Mid-Western States supplied 403, or 5%; twelve Southern States supplied 290, or 4%; six Far-Western States supplied 138, or 2%; six New England States supplied 85, or 1%; ~~and~~ the District of Columbia supplied 77, or 1%; and foreign lands ^{supplied} ~~about~~ 100, or 1%.

Of the Mid-Western States, Ohio was far in the lead, with 142; Indiana and Illinois were nearly equal, with 75 and 72, respectively; Wisconsin (22), Nebraska (17), Missouri (15), Michigan (14), Iowa and Kansas (11 each), the Dakotas (10), Minnesota (8) and Arkansas (4).

Of the Southern States, Virginia (with its large Quaker centers) was far in the lead with 119; mighty Texas supplied 46, and West Virginia 39; Georgia (19), Florida (13), Tennessee (11), Kentucky and Louisiana (10 each), North Carolina and Alabama (9 each), Mississippi (3), and South Carolina (2).

Of the Far-Western States, New Mexico was far in the lead, with 56; California and Colorado were nearly equal, with 36 and 33, respectively; Montana came next, with 10; Arizona (2) and Washington (1).

Of the New England States, Massachusetts naturally led with 35; Maine and Connecticut were equal, with 13 each; Rhode Island was close behind (12); and Vermont contributed 2.

The District of Columbia sent a few each year for twenty-nine of the thirty-three years, contributing 77 in all.

Thus, it is seen that forty-two of the forty-eight States (all but Oregon, Nevada, Utah, Idaho, Wyoming and Oklahoma) and the District of Columbia, sent a representative, or perhaps a highly select, handful of their children to Swarthmore during its first generation.

The first students from foreign lands came in 1875-76, when Canada and "South America" sent one each. In every subsequent year, from one to four foreign countries were represented, by from one to seven each year. There were seven of these lands, namely, Canada (51), Nicaragua (14), Cuba (11), Mexico (7), Bermuda (4), France and Brazil (2 each), and "South America" (1).

6.

Thus, with a total of 100, an average of three each year, and a percentage of only 1.3, the students from abroad brought a small but useful "foreign leaven".

Handwritten notes:
No. of students
No. of students
No. of students

Chapter ~~XVI~~ XVII

Co-education

The founders of the college intended from the very first to make it a co-educational institution, and they took pains in their various prospectuses to explain the intellectual, social and religious reasons why they adopted this policy which was so unusual at the time.¹ For some years after its opening, the board deemed it necessary or desirable to state the results of the experiment. One month after the opening, it reported that, despite the many initial difficulties encountered, "the faculty have been agreeably disappointed in the progress made by the several classes in their studies and by the order and discipline which already prevails throughout. This has been much promoted by the influence of the sexes upon each other, by which many of the disadvantages usual in boarding school life are prevented. The students, who are measurably thrown together in the intervals of their studies and recitations, conduct themselves sensibly and rationally, with a just appreciation of their proper relations to each other."²

Two years later, the board said:³ "We cannot leave the subject of instruction without a passing reference to our trial of the co-education of the sexes. Our conviction of their mutual influence upon each other for good, through daily intercourse in the class-rooms, the dining-room, the halls and parlors, and upon the common grounds, has been fully confirmed by the experience of the past two years. There is no one connected with the government and management of the College who is not entirely convinced of the excellence of the

1-Cf. Vol. I, index.

3-Ibid, 1871, pp. 39-40.

2-Stockholders' Minutes, 1869, p. 9.

present system in this respect, and it has always been felt by us to be a very encouraging circumstance that the adverse criticisms upon this subject come from those who have never visited the institution, while many who have previously doubted have been thoroughly convinced of the advantages of the system, by visiting the College and seeing its practical working for themselves."

In 1872, the board reported satisfaction with co-education, not only at Swarthmore but elsewhere, as follows:¹ "Before passing from the subject of instruction we should once more add our testimony to the general verdict now being pronounced in favor of the co-education of the sexes in our higher institutions of learning. If it could, with any propriety, be called an experiment at the time of the opening of Swarthmore, it can surely be no longer so regarded. In our Western Colleges co-education is now the rule, separation the exception. In one of the Western States, containing a population of a million and a quarter, and more colleges, with actual college classes, than any State in New England, women are admitted to every one, and with the best results. Nor is co-education confined to the West alone. The older colleges of the East are moving in this matter, and some have already opened their doors for the admission of women. The University of Vermont now numbers seven young women among her undergraduates, and they are reported as fully equal in scholarship to their classmates of the other sex. Without dwelling at length upon this subject it is sufficient to say, in this report, that co-education at Swarthmore continues to be, as heretofore, entirely satisfactory to all who have witnessed its results. Its effects are

1-Ibid, 1872, pp. 40-1.

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mutually beneficial upon the two sexes, both as to scholarship and character."

The prevalent objection to co-education on the ground of the women students' health was answered by the board in 1873 as follows:¹ "Our confidence in the co-education of the sexes has been fully confirmed by another year's experience, the results of which clearly disprove the fallacies of those who oppose the system. The objection to co-education, and even to all higher education for women, based upon supposed injury to their health, which has recently been so urgently pressed upon purely theoretical grounds, and supported by the citation of a few strongly marked exceptional cases, is completely disproved by our experience. The five young women who graduated at Swarthmore last year had quite as good health at the end of their four years' course as at the beginning of it, and the amount of work which they accomplished would compare favorably with that of any class of young men in a four years' college course. It may well be doubted whether the health of an equal number of the young women in any other pursuit in life is better than that which exists today among those who are pursuing their studies at Swarthmore. Our experience has been that the proportion of boys and young men absent from recitations during the year on account of sickness is fully equal to that of the girls and young women. The statistics of Swarthmore, as of Michigan University, of Oberlin, and of the various colleges and high schools of the West where this system has been fairly tried, lead to conclusions directly opposite to those reached by the opponents of co-education."

The argument from experience was again advanced in the 1-Ibid, 1873, pp. 50-1.

next report:¹ "In every report since the opening of the college some allusion has been made to our experiment of the co-education of the sexes. It would now seem to be time to pass it by as a question fully settled, and no longer within the domain of controversy, and we should do so were it not for the fact that objections to the system have recently been raised anew in different quarters, especially on the ground of its supposed effect upon the health of young women. We therefore deem it our duty to make so much allusion to the subject again in this report as to say that nothing which has been said or written has in the slightest degree changed our well grounded conviction, based upon five years' experience, that "identical co-education" is the true method. We would recommend all who are in doubt upon this point, or who still feel objections to the system, to visit some of those institutions in which it is being fully and fairly tried, and stay long enough to witness their methods of instruction and discipline, and thus judge from observation of their own rather than decide from hearsay evidence, as is too frequently done, or upon purely theoretical grounds. Those who have thus visited Swarthmore, coming in many cases strongly prejudiced against our system, have gone away thoroughly convinced that under the guarded supervision, combined with confidence, there maintained, co-education is highly beneficial in its effects, both upon discipline and scholarship, that the health of the young women does not suffer from competition with young men, and that the general moral effects of the system are such as to commend it to all who are engaged in the instruction of the young."

Twice more, in 1875 and 1876, co-education was defended

1-Ibid, 1874, p. 50.

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by the board:¹ "We reiterate in this report, our judgment upon the experiment of the co-education of the sexes, which has been carried out so thoroughly and so successfully at Swarthmore from the beginning. There is but one opinion among those familiar with the daily working of the college, and that is decidedly favorable to the system. Indeed the wonder, among all familiar with the internal affairs of Swarthmore for the past six years, is that any objection can be raised to a system so natural and so fruitful in good results. Character, refinement of manners, scholarship, culture in the best and highest sense, morals, all those things which go toward making life truer, nobler, purer, better and more worth the living, are developed and strengthened by it. Co-education has certainly proved, with us, all that its most ardent friends and supporters hoped for it in the beginning; and, we have long since ceased to regard it in the light of an experiment. ---

"We can say nothing more than has been said in our previous Reports upon the subject of co-education. We must, however, reiterate here our continued and unabated confidence in the system, after an additional year's experience. We may refer also, in addition to our own testimony upon the subject, to that of strangers who have visited the College during the year. This has been most unequivocal in favor of the system, as developed at Swarthmore, and shown forth by its practical results, manifest in the daily life and walk of the large number of boys and girls and young men and young women under our care. Our eminent success in this particular is known and acknowledged throughout the country, as far as the name 1-Ibid, 1875, p. ~~50~~⁴⁸ and 1876, pp. 48-9.

6.

of Swarthmore has extended, and should any still entertain doubts upon this subject, they are earnestly invited to visit the College and witness the successful working of the system. It makes fully and symmetrically developed young men and young women, and under proper management there is no need whatever that this should be at the expense of scholarship, but rather, on the contrary, it may be made an important accessory to it."

After this Centennial Year, co-education was taken for granted at Swarthmore, and indeed it ceased to be above the horizon of self-consciousness. A visitor from an English university, seeking to ascertain the opinion regarding it from board, faculty, graduates, and students, and inquiring hopefully of each of these groups, "What do you think of the question of co-education?", was met almost invariably with the reply, "What is the question of co-education?"

It continued to be discussed elsewhere, however, and the board repeated its former testimony in 1882 as follows:¹ "At this time when the discussion of the subject of co-education has been so generally renewed, the Managers think it right to say that their confidence in the system remains not only unshaken, but is greatly strengthened by our experience of thirteen years. We see no reason for separation in the class rooms, deeming that instruction unsuitable for either sex, which is not suitable to be given together. And the general social influence, when both mingle under proper restrictions, with wise and judicious care, in the same College home, we have found to be highly favorable to both."

The Quaker constituency of the college and an increasing part of the public accepted the verdict of its experience; for 1-Ibid, 1882, p. 63.

7.

the number of women students steadily increased. Among the students, as among all young people everywhere, there was of course the consciousness of sex; but, to a prejudiced instructor coming from the monastic halls of Johns Hopkins University in 1892 (when that university was still strictly anti-coeducational), the relations among the men and women students at Swarthmore seemed surprisingly normal and non-sentimental. It was to him a pleasing surprise not to find hearts pierced with arrows decorating the trees on the campus and entwined initials festooning the walls and chairs in class-rooms and halls. While some critics called the college "a match factory", others opined that the young people became so well acquainted with one another at meals three times a day, in class, and on innumerable social occasions that they were entirely disillusioned and were left with romance completely crushed within their sexophobe hearts. As a matter of fact, there were many marriages after graduation based on this mutual acquaintance; and statistics of divorce among them showed an exceptionally large number of matrimonial successes.

The junior year-books could not and did not resist the opportunity of pillorying those youths and maidens who were conspicuous in "co-educating"; but as a rule, they devoted surprisingly and comparatively small space to such castigation. Throughout the year, there was the normal amount of "chaffing" of those who indulged in persistent "twosing"; and no doubt it was this restraint by an argus-eyed publicity that helped greatly to keep the mutual admiration of the sexes within proper limits.

The student point of view of co-education is brought out by sundry contributions to the Halcyon of successive years.

For example, the following poem on "Evolution" ^(signed Kodak) is quite philosophical:¹

*In dim and bygone ages when society first began,
They had not yet developed any educational plan.

Cain and Abel had no college, their fun was very slow,
Nor did they have a sister for other boys to know.

In their life no foot-ball games, no Greek and girls
were blending,
What wonder that Abel came to quick and direful ending.

But Time shook ~~off~~ ^{up} his hour-glass and many a change was
wrought,
And the world was full of boys who an education sought.

The girls, poor things, they had no souls, no intellect,
no mind.
In fact, a girl had little good that ancient seers could
find.

Again Time shook his hour-glass and things began to change,
Among the fields of learning, a few bright maids did range.

(And let the girls once get a start in anything on earth,
Of workers in that self-same field there will not be a
dearth.)

So all the girls began to learn, and learned their lessons
well;
Why all the women were so smart, the men could scarcely
tell.

Then by affinity's wondrous law whose mystery we do not see,
By each boy's school, a girls' school came, as close, as
close could be.

And then what plans the teachers laid to keep the two apart,
The trials of those same teachers would wring a tender heart.

But 'twas a useless task indeed, to break the law of ages,
For boys and girls did soon outwit the grave and reverend
sages.

At last the knotty problem must have elucidation,
They wracked their brains; burnt midnight oil; result—
co-education.²

Comradeship is the theme of another allegory commending
Swarthmore's offer of higher education to women as well as men.²
On the other side of the picture, there is much "guying" of the
woman-haters and their abnormal tendency toward the traits of
1-Halcyon, 1893, p. 200. 2-Ibid, 1899, pp. 126-9.

the monk and the hermit.¹

The faculty point of view on one aspect of co-education was well expressed by Dean Bond as follows:² "It is in the arrangement of student-life in a home-setting that perhaps Swarthmore College is unique. Since a college home of men and women is of necessity a home in which there is care to maintain high standards of living, it is a less violent change of environment than happens to young students who are sent to university towns where they are thrown completely upon their own responsibility at the age, when of all times in their life, they are least able to bear the strain. What will be the influence upon their children of the habitual society of their peers, parents cannot foresee. Removed from all home influences, in a company of young people similarly freed from guiding authority, they are often in cruel circumstances. The father teaching his son to swim, throws him into deep water, it is true; but he keeps very close to him through the critical period of struggling to hold his head above water. The perils of the first departure from home may be more threatening than the perils of deep water; and it seems only the part of wisdom to surround him with just enough of support and guidance to take him safely through this testing. The brother and sister together in college, may be of incalculable help to each other. So, in general, under the wise care that is a necessity of the situation, may the association of young men and women during college life be made to contribute to their best development. It is frequently the testimony of Swarthmore graduates that the social contact they have had has been among their most valued experiences. ^{Our} ~~The~~ student register shows fifty-nine younger brothers and sisters and near relatives of former students."

283.

1-Ibid, 1894, p. 115, 1902, p. 126. 2-Stockholders' Minutes, 1897, p. 23.

Chapter ~~XVI~~ XVII.

Discipline

College discipline, it was very widely believed when Swarthmore was founded, would be made much more difficult by co-education; but Swarthmore's experience was precisely the reverse, as the first report declared.¹ "Although", the report continued, "by division of labor among the Professors, teachers and officers of the household, all the students are under constant supervision, the wholesome public sentiment which prevails among the large majority has so influenced the discipline and order that instances have been rare in which the direct exercise of authority has been either necessary or desirable. When, however, it has been required, promptness and decision have always secured ready obedience and respect."

Other things besides co-education, supervision and public sentiment, stated as reasons for the good order maintained, are cited as follows:² "The managers desire to call especial attention to the fact that, while the intellectual training of the students has been a subject of anxious care, and their physical well-being secured by regular and appropriate exercise, their moral and spiritual welfare has been sedulously guarded, and, as a tangible result, the discipline of the institution was never in a more satisfactory condition. The students are daily learning the great lesson that those are best governed who are taught to be a law unto themselves. The cheerful and prompt obedience to authority, and the kindly relations subsisting between the governing and the governed, prove that the system adopted is productive of the best results. It is no mere arbitrary announcement and rigid enforcement-
1-Infra, p. 2-Stockholders' Minutes, 1873, p. 51.

ment of a set of "rules and regulations". Reasons accompany necessary prohibitions, and the students are made to feel that the authorities are not arrayed against them, but that they are on their side, that their interests are identical, and that all are working together for the same end. It is believed that there are few large institutions of this character where the true family relation is so perfectly preserved. The principles of our religious society are taught in that most effective of all ways, the lessons of daily life and daily example, while spoken words, in season, are not neglected. The managers feel deeply impressed with the conviction that they would be reporting but a part, and that the least important part, of the work which is being accomplished at Swarthmore, were no allusion made to the religious training which the children here receive."

The religious training here alluded to was thus explained:¹
"It has been a source of great satisfaction to observe that the fundamental principles of our religious society are rendered familiar to the students of Swarthmore, both by precept and example, and made the basis of the system of general management there pursued. All are encouraged to manifest that spirit of peace and good will so eminently characteristic of Him who is our great exemplar, a spirit recognized in the name by which our religious organization is known to the world. The government at Swarthmore is mild and parental; a government of influence rather than of authority. Increasing care is taken to deal with offenders in the spirit required by our discipline, and with the most beneficent results. The students are thus taught gentleness, forbearance and forgiveness of injuries; and that this teaching is not without its legitimate fruit, all

1-Ibid, 1875, p. 49.

familiar with the bearing of the students of Swarthmore, both toward their instructors and toward one another, will bear abundant testimony. A larger proportion of our instructors than heretofore, are members of our religious society."

The board's small faith in rules and regulations as the key to good order was thus expressed:¹ "Instead of imposing upon the students a set of 'Rules and Regulations', they are informed what ends it is desirable to attain, and why, and encouraged to attain them, if possible, in their own way, seeking the advice and co-operation of the Faculty in all cases of doubt or difficulty. The general harmony and kindly relations thus promoted, and the remarkable degree of absence of antagonism between the authorities and the students thereby produced, have been sources of much gratification to the Managers; and the reflex influence of this very desirable state of things, upon the younger students in the Preparatory School has been very marked, thus securing, in an unusual degree, that family relation so often aimed at, but so seldom fully attained. Our success in this, as in many other directions, is, we are well convinced, largely owing to the favorable influence of the sexes upon each other."

Swarthmore as a young, ^uQuaker, and especially as a coeducational, college received many visitors during the Centennial (or World's Fair) of 1876, and the board linked these visits up with its system of discipline as follows:² "The general government of the College, continued under the same Faculty as last year, has been productive of the same beneficent results. Kindness, forbearance and gentleness have character-

1-Ibid, 1874, pp. 50-1. This testimony was reënforced by that of Professor Warren, of the Massachusetts Institute of Technology, in his book entitled "Notes on Scientific Schools", published before Swarthmore was opened.

2-Ibid, 1876, pp. 49-50.

ized their dealings with those under their care. This spirit has produced its legitimate fruit among the students themselves, the manifestations of which have been the subject of frequent remark and commendation by the visitors drawn to the city of Philadelphia from our own and other countries during this Centennial year. Surely our students have good reason to look back upon Swarthmore after their departure, as so many of them already do thus early in its history, as their second home. Nor is it at all inconsistent with this genial, kindly care, that, in their watchful anxiety for the welfare of our beloved institution, the authorities have occasionally found it necessary to remove students whose influence and example were not in harmony with the prevailing spirit of the place. It is only by a resolute and conscientious performance of their duty when such cases arise, that the mild and parental system there practiced can be made to produce its best results."

Thus it was found that in college "families" as in others there are some black sheep, some pictures that are turned toward the wall!

The character of the resident instructors is naturally stressed as of essential importance:¹ "One distinguishing characteristic of Swarthmore, as compared with most of the Colleges of this country, is the combination of college and home life; being a well conducted home for its students, as well as an Institution of learning. To secure more perfectly this desirable end, it is deemed essential that those employed in giving instruction should be thoroughly imbued with the spirit of the place, and in sympathy with this peculiar feature of the College; and that their labors in the class room, important as these must ever be, should be considered by them

1-Ibid, 1880, p. 56.

5.

as not more important than the indirect daily influence which they exert in mingling with the students at other times. The problem of joint education can never be thoroughly and satisfactorily tried in an institution which does not combine home and college life. After a thorough test of more than eleven years under these most favorable circumstances at Swarthmore we are increasingly satisfied with the excellent results produced upon the health, the character, the scholarship, and the general culture of young men and young women alike."

The rule of "no rules and regulations" was probably more honored in its breach than in its observance, even from the beginning; ^[insert p. 5¹] and in 1883, ~~the board admitted their existence.~~ "After our fourteen years' experience," its report stated, "we have now arranged and printed a code of regulations or laws for the School and College ^[a vest pocket edition was supplied to each student] and by the aid of these, and a judicious division of labor and care, the large household is under efficient discipline."¹ The number of students had increased by this time from 26 to 83 in the college and from 173 to 221 in the preparatory school; hence it was probably the "largeness" of the household which helped to necessitate the "code". ^[insert p. 5²]

The code of rules was reported in 1884 to have been found of great service; and copies of it were offered—doubtless to procure assistance for its enforcement from the parents—to "Friends who desire to understand more in detail the internal management of the College". Monthly reports of deportment, as well as of scholarship, were also sent to parents or guardians, in quest of coöperation between home and college in maintaining in the college all the beneficent influence of

1-Ibid, 1883, p. 22. ^(p. 53, note) The catalogue for 1883-84 states that "the discipline of the girls is in charge of the Matron of the College;" and ^{to the advent of Dean Elizabeth Powell Bond, it was so successful that, with her en-}

engagement and coöperation, it was possible within a few years to enter upon a successful experiment in self-government among the women students. (Ibid, p. 1.)

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well regulated homes.¹

~~The Year of Tobacco~~
~~Edward H. [unclear]~~

The adoption of a code of rules naturally led to definite attempts on the part of the faculty—and especially of those instructors who lived in the college dormitories—to enforce them. This naturally led to a competition between instructors and students, which was attended by many ludicrous incidents and to a large amount of mischief and minor misdemeanors which were celebrated by the students in song and story.

For example, one evening when the students were assembled in the "study hall", the gas lights were suddenly turned off through the entire building by a supposedly inaccessible switch. This prank was vastly amusing to the students; but since it might well have led to serious results, the student responsible for it—who happened to be also much behind in his college work—was expelled.² The morning assembly of the student body and faculty, or such events as a freshman oratorical contest, in "collection hall" afforded fine opportunities for exhibitionists. Some of these introduced a neighboring farmer's calf through the back door of the platform into the amazed group of orators.³ The occasional ringing of an alarm-clock planted in the balcony of collection hall disturbed and dissipated the gravity of the "silence", or religious exercises. One morning, the assembly was greeted by a carriage standing on the plat-

1-Ibid, 1884, p. 20.

2-A well-known alumna in later years confessed that, having lingered in her room and missed the fun in the hall, she rushed joyously to the scene of excitement when her own light went out, and seizing in her arms the dreaded professor of mathematics as she hurried through the darkness to restore the light, whirled her joyously around and urged her to return to the hall to enjoy the fun: only to be paralyzed by the familiar voice and admonition, "Use thy gumption", and "Go to thy room".

3-Kealey, 1899, pp. 113, 123-4.

form, drawn by a cow (persuaded to mount a flight of stairs during the night), and driven by a human skeleton borrowed from the college museum, with the biological laboratory's monkey on the driver's seat. The same skeleton was hung by a dignified senior, majoring in the classics, on a gas fixture in a hall in the girls' dormitory, with a gas jet illuminating its interior as it swung gaily in a draft from opened windows. The ringing of the college bell at midnight, by students who climbed upon the roof of the servants' quarters to reach it, brought forth wild cries of "thief" and "murder" from the Irish waitresses who were awakened by human forms stealing along the ledge of the building.

The skeleton in the closet of the Museum was irresistible game for nonchalant students, ^[about p. 71] and he (or it) was at last used up, if the following chronicle, entitled "His Last Hazing", is authentic:¹ "Now here they come again", soliloquized the Skeleton, and he rattled his dry hands together excitedly, "and I just won't stand it—Why, last year they hung me up on the dome, and goodness knows, that was shock enough for a lifetime! and now here they come again. I say, I just won't stand it! Oh, what are they trying to do? They can't get in here," and he clutched the frail door-casing desperately with his long, white fingers. There was a short, rasping sound—then something snapped. "Oh, now they've done it! Now they've done it, and--" A pair of strong arms encircled his tall, loose frame. He felt himself lifted and carried out across the echoing room. "Open the window there, Jones," squeaked a voice from behind him, and the skeleton shivered as a great gust of snow and wind came driving in. "Now, boost him up," came a voice from the ledge. "That's it! Head erect, shoulders back, chest out!

¹ ~~Halcyon~~ ^{Ellis} 1902, p. 170.

8.

Feet over the ^lledge there! Why, it's a regular picnic for Bones! Just a little moonlight frolic, isn't it, old boy?" The window rattled down noisily. The boys did not hear the plaintive sob from the ledge. "If we hadn't Bones, don't know what we would do," whispered Baker on the stairs, "and he's so easy to handle. Now there was that calf last year; well, that was different; he seemed so nervous and so anxious to be going home that--" "Douce that glim, there, Jones, here comes Billie!" Next morning there was consternation in the College. The skeleton from the Museum had been found broken and dismembered in the snow by the west wall. * * * * * In the snow along the ledge above were strange, faint tracks, resembling neither those of man nor any familiar thing, but such a trail as the wind might make with a swaying, bended bush.*

Most of these pranks remained unfathomed and unpunished; but the perpetrators of some of them were discovered and "dealt with". This is shown, in the case of the calf episode in a poem entitled "Ninety-Nine's Lament (with Apologies to Cardinal Wolsey)", by a Halcyon poet of the Class of 1900. It runs as follows:¹

~~F~~arewell, a long farewell to all our greatness!
This is the way with us: To-day we go forth
And Ogden's calf we steal; to-morrow finds
The calf upon the stage in Parrish Hall;
The third day comes the Prex. and Faculty,
And—when we think, we foolish boys, full surely
Our joke has been a good one—they nip our pride,
And then we leave this college. We have ventured,
Like little foolish boys that go to "Prep." School,
These last two years about these college precincts,

¹ Halcyon, 1900, p. 129.

In quest of fun and mischief; our self-conceit
 At length breaks under us and now has left us,
 Humbled by sad disgrace, to the scorn
 Of our rude mates, which soon will surely end us.
 Oh, College Faculty, how we do hate ye!
 We feel our hearts sink in us. O, how wretched
 Is that poor man that leaves between vacations!
 There is betwixt a forced and sad departure,
 And that dread meeting with an angry father,
 Those pangs and fears which only culprits have,
 And which we, too, have suffered."

There were many student pranks played, of course, by individuals upon one another. Each bedroom had a transom over its door, and it was used ^{for entrance} when some student "sported his oak", or locked his door against intruders. It was popularly defined as "an entrance to rooms for use when the key has been locked within; also used as a silence^v of refractory preps and musical students, in which case it is slammed with great force". One ingenious youth invented an "improved door-latch, professor proof", which is described as follows: "Can be operated with slight exertion, and is very useful when quiet, undisturbed sleep is desired; there is a connection between the latch and water-supply attached to the transom, which is calculated to dampen the advanced ideas of the disturbing element. The patenter desires that his name be withheld from the public press."¹

As for the ordinary tricks and pranks played by individual students upon one another, and even upon the instructors when discretion permitted, ex uno disce omnes:²

1-Ibid, 1891, p. 109.

2-Ibid, 1901, p. 124.

My plaidie hae gane frae my class-room,
 My plaidie hae gane frae my chair,
 Oh, who will gae up on the telegraph wire
 And bring back my plaidie that's there?

Inter-class "spirit", rivalry and warfare are reflected in the first Halcyon, that of the Class of 1882, which made large claims for class spirit. A badge, with '82's numerals upon it, was proposed for its members; but the anti-badgers defeated the proposal on the ground that some of the class might not graduate. The partisan spirit thus aroused caused a literary society which '82 had introduced as freshmen in 1878 ("The Lyceum") to be speedily disrupted. But reunion came in a contest for the destruction of '81's linden-tree, which was finally accomplished. "Diogenes" tub-races on the Crum; the successful defense of each class's elm or other tree; inter-class athletic games; competition in debate, oratory, positions on the college paper; seizure of other classes' banquet ice-cream; purloining of their hired teams and sleighs; planting (and stealing) class banners and numerals on the highest and most inaccessible places: Such were some of the evidences—innumerable and of infinite variety—of a flourishing class spirit, which yielded only to loyalty to alma mater.¹ [insert p. 10¹]

The hazing of freshmen by the sophomores was a pernicious form of class spirit which was rife at times at Swarthmore, among all other colleges of the period. Repeated and strenuous efforts were made to curb it, ranging all the way from expulsion to the substitution of intellectual competitions, but without permanent success.

Some forms of hazing were, of course, mildly innocuous and amusing. Among these, were the plastering of neighboring fences

101, 1897, pp. 69-71, 1898, pp. 77-8,
 1-Ibid, 1884, pp. 38-43, 1889, p. 18, 1893, p. 183, 1894, pp. 130-1.
 1890, p. 123, 1891, p. 34,

and trees with flaming posters, stating ridiculous rules which the freshmen must observe and the sophomores would enforce; the interruption of freshman meetings and photographs; the "disappearance" of printed programmes; compulsory speech-making or singing at sophomore feasts; such supervised "stunts" as climbing trees to sing hour after hour duets of "Katy did" and "Katy didn't", and the wearing of weird apparel ^{on} ~~in the~~ ^a train ^{ride} to Philadelphia.¹ Others, fraught with pain and humiliation, or with grave danger to life, limb, or health, were compulsory feeding; burying in the snow; tossing in a blanket; turning out of bed at midnight; ducking in the Crum;² the shaving of incipient mustaches (even of an unpopular alumnus, which led to the suspension of twenty students and imminent legal proceedings against them).³

To check hazing and to enforce the "honor system", the faculty devised in the 1890's a system of student government. This was foreshadowed in President De Garmo's first report as follows:⁴ "College discipline should complete that of the lower schools. Perfect self-mastery makes a man obedient to the law within, and in the main to the law without as an expression of that within. When this stage is reached the man has what we call rational freedom, for he is truly self-governing. What appears to be obedience to outward authority is in reality obedience to self, for the properly developed mind recognizes in the institutions of society—State, Church, school, family—each of which has its code of laws and regulations—only an expression of what men in their collective capacity have recognized as rational, hence as right. But the well-balanced man

1-Ibid, 1889, p. 74, 1896, p. 85, 1898, p. 105.

2-Ibid, 1894, p. 110, 1895, p. 128, 1896, pp. 115-7, 1898, p. 105;

3-Stockholders' Minutes, 1891, pp. 20-21.

4-Ibid, 1902, p. 168.

Phoenix, XIII: 184-85.

wills the right, as if he himself had been the law-maker. It is for this reason that we do not feel that laws against evil-doers, or any of the means for their punishment, are restraints upon our personal liberty; they are rather the very means of preserving it. The college student has not always reached a stage of moral development where he has perfect insight into the right lines of conduct; or where, having the insight, he has the will power always to follow the inward light. It is the duty of the college to help him to clear and right views of life and to be will for him only in so far as he shows himself incapable of self-mastery. The college student, however, is much nearer manhood than boyhood, even though his frequent lack of appreciation of what is manly seems to point the other way. At all events, one of the best ways rapidly to develop his manly qualities is to treat him like a man and not like a boy. Irritating restraints tend to arrest the development of a manly frame of mind. On the other hand, if the student is to have the unrestraint of a man so long as he is manly, he must be held strictly to account for his deeds as soon as he relapses into the boy again. He must not be allowed to hide behind a crowd, say of twenty, and claim that but one-twentieth of the responsibility at most belongs to him. This is infantile reasoning and cannot be held valid for those who claim the consideration of men. The college discipline, then, looked at in its broad sense, must in the first place give the student a knowledge of the actual content of the right as it exists in society, where every man, whether practical or not, must live. It can do this indirectly by precept and example, or directly in the studies of government, history, and literature. It must, in the second place, help him to bring about

a harmony between his insight and his volition, by appealing to his manhood; or, in case this fails, by being will for him through the exercise of authority."

The Honor System in Examinations.

Student government was designed to apply to college activities in general, but especially to the maintenance of the honor system in examinations. The chief bugbear omnipresent in all colleges then as now was the custom of written examinations. Strenuous "cramming" proved a fragile reed, a Halcyon Omar lamented; and even those who had passed beyond the bourne could not avail to pull their juniors through:¹

"Oh, come and fill your Cup with Coffee black,
And cram those Rules and work those Problems back;
To-morrow!—why, To-morrow we may be
Graded with those who've Flunked before, alack!

For many who, with lingering steps and slow,
Used Unprepared to Mathematics go,
Have taken Finals in Collection Hall,
And, one by one, dropped silently below.

Myself, when young, did dutifully frequent
Doctor and Prof., and heard great argument
Of Calculus and Conics; but it, alas!
In at one ear and out the other went.

Oh, Fears of Four and Hopes of even One!
One thought there is that certainly is Fun:
No matter if we did them well or not,
Papers once written are forever done.

Strange, is it not? that of the many who
Before us passed that awful Final through,
Not one can tell us of those Questions there,
Which we, to get our Marks, must answer, too."

"Ponies", too, proved a forlorn hope and vain resource.²

Heard during mid-year exams: 'Good day for the race?' 'What
race?' 'Pony race'.³ But:⁴

Rider rough; pony express.

Break-neck speed; missed his guess.

1-Halcyon, 1902, p. 159.
2-Cf. the "Autobiography of a
Pony", Ibid, 1899, p. 132.

3-Ibid, 1900, p. 119, 1903, pp. 140-1.
4-Ibid, 1903, p. 175.

Took a header; pony killed:

Flunked in Latin; 'most expelled.

As "Omar" also recites:¹ A book of Conics underneath the bed,
A small Welsh rabbit and a crust of bread,
And one to help me in my studying.
Ah! studying is Paradise, 'tis said!

Still the sad refrain:² Exams are done, and vacation
Comes to the student's mind,
Like balm on a wearied spirit
When cares are left behind.
Yet a feeling of sadness comes o'er me
That is almost akin to pain,
As I silently take my paper
And learn that I've flunked again.

[Insert p. 14¹]

To counteract reliance upon "outside sources", the honor system in examinations was introduced, first, by individual instructors, and then under the auspices of student government. The former system did not differ in some departments from the old plan of professorial espionage. In the mathematics department, for example, it was thus described:³

The professor: "I have decided to hold this examination by the honor system; in this, as you doubtlessly well know, we leave it entirely to the honor of each individual whether he or she obtains help from any outside source."

N. B.—Those having ponies in their pockets or up their sleeves knew this did not apply to them.

"I see that you appreciate my confidence imposed in you; and first of all, in order that you may not be crowded too much,

1-Ibid, 1902, p. 153.

2-Ibid, 1902, p. 145.

3-Ibid, 1898, p. 131.

15.

I will ask that you sit at least three seats apart."

N. B.—Those believing in the co-operative plans in exams begin to look worried.

"Then secondly, inasmuch as you will no longer be bothered by each other's presence, I would free you from all anxiety of this nature by requesting that you place all your text and note-books out of your reach, that in the stress of examination you may not, absent-mindedly and unintentionally, open one of these, and be ever afterward haunted by the idea that you may possibly have cheated in an examination under the Honor System."

N. B.—The class realize what a narrow escape they have made from being conscience-stricken, and with sorrowful faces place their books out of their reach.

"I knew that, had you only thought of it, you would have done this without my suggestion; and now, lastly, inasmuch as we seem so congenial, and you may perhaps wish to ask some questions, Mr. G-m-r-e and I will not leave the room and desert you, but will walk around and see how much we can indirectly aid you by our presence, for you must know we delight in such a mathematical atmosphere as this."

N. B.—The class spontaneously realize the beauties of the "Honor System", and how fully they are indebted to their beloved professor for the faith displayed toward them.

However, a general state of uneasiness prevails, and somehow, from the furtive glances cast on the note-books, etc., one would think that the class was worrying more over the "Honor System" than the examination.

With rules, or without them, and under whatever government, the college discipline appeared to improve, and ^{President De Barmo} ~~the administration~~

in 1895 gave the following optimistic report and explanation:¹

"Never before, perhaps, in the history of the College, has earnest, efficient work on the part of the students been so nearly universal, and the disposition to foolish or unruly conduct been so rare, as during the past year. On every hand the students have shown a moral earnestness and vigor in their work and conduct worthy the Religious Society under whose fostering care most of them have been trained. The true college spirit does not manifest itself in questionable actions, but rather in hearty enthusiasm for everything that can redound to the honor of the College, and in quick response to every sincere appeal for higher ideals of study or social bearing. This desirable condition is doubtless due first of all to the high character of our student body, but it is also due in part to the continued determination of the Faculty that no persistently indolent student shall remain long in the College, and furthermore to the increasing age and mental attainments possessed by the entering students. The recent growth in scholarly attainments among the candidates for admission has been marked, and is especially noticeable in the present entering class."

The succeeding administration gave in 1899 the same optimistic report, and with a somewhat different explanation:²

"There has been almost an entire absence of any disorderly spirit on the part of the students. The round of college interests—study, athletics, social intercourse—gives ample scope for their energies, and directs their exercises in right channels. The large majority of our young people are greatly interested in their college work, and take a just pride in the healthy college spirit which prevails, and anything out of harmony with this spirit finds little encouragement among them." [Add pp. 17-]

1-Stockholders' Minutes, 1895, p. 17. 2-Ibid, 1899, p. 25.

~~Chapter XVIII~~
~~Fraternities and Students' Societies~~

11

~~College fraternities entered Swarthmore on the 14th of~~
~~January, 1889, when~~ seven members of the Class of 1889 formed what they called the Beta Chapter of Kappa Beta Sigma, its Alpha Chapter having been formed (elsewhere?) three years earlier. It was not a national fraternity, and the first notice of it stated that "it is a senior society, with many of the features of a fraternity lacking".¹ It had a "Tomb and Altar" and a "shield" with sword and skull; and perhaps these non-Quaker emblems were prophetic of its early death, which occurred at Swarthmore with the graduation of the Class of 1889.

The first national fraternity in Swarthmore was Pennsylvania Kappa Chapter of Phi Kappa Psi, introduced on January 26, 1889, with a membership of eleven students in the classes of 1889 to 1892. This organization had been founded in 1852, and was by this time fully fledged and equipped with all the characteristics and paraphernalia of a national fraternity. Its charter for the Swarthmore chapter was evidently some time in coming; but the students learned of the efforts being made for it, and in the 1888 Halcyon (published in 1887) poked fun at its applicants in the following skit:²

"(Enter a $\Phi K \Psi$ Man)

Behold me as I am,

A fraternity young man,

A 'Hurry there, brother!'

'Don't call me another!'

A don't-care-to-work young man.

1-Halcyon, 1890, p. 66.

2-Ibid, 1888, p. 100.

Conceive me if you can,

Α Φ Κ Ψ young man,

A do-little, know-little,

Care-little, owe-little,

Blow-his-own-horn young man.

"Chorus of **Α Φ Κ Ψ** Men.

Just gaze on this young man,

The type, he, of our clan, .

Who harpeth all day

Of his fraternitay--

This wear-a-loud-badge young man.

These two fraternities were introduced sub rosa, without faculty sanction, and their founders offered the following apologia: "The present year has been signalized by the founding of the above Fraternities at Swarthmore. This is a new departure at this place, and the members of these organizations have high hopes of their becoming important factors in college life." It was deemed expedient, for greater secrecy among other reasons, that the meetings ^{should be} ~~were~~ held "in rooms in Media". The Swarthmore Chapter of Phi Kappa Psi's "Annual Banquet" was held "January 10th, 1891, at the Bellevue, Philadelphia" ^{at which time a fund was started for building a chapter house at Swarthmore.} The next year appeared the Pi Chapter of Kappa Sigma, with eight members of the classes of 1892 and 1893. This ^{of it} ~~is its~~ first announcement ^{was the} ~~is~~ in the Halcyon², although it ~~is~~ stated that the Swarthmore chapter was founded October 19, 1888, by two charter members in the classes of 1891 and 1893. It, too, met in "desirable chapter rooms at Media", and had an "Annual Banquet at the Bellevue, Philadelphia, on April 11, 1891."³

1-Ibid, 1892, p. 79.

2-Ibid, 1891, p. 72.

3-Ibid, 1892, p. 77.

valley
 elected "anchor" of the fraternity's
 first district which included
 thirteen chapters in Pennsylvania and New York.

3.

Swarthmore's women students determined if possible to keep up with the men students in all respects. Accordingly, we find three women members of the Class of 1891 securing a charter in the spring of ^{that year} ~~1894~~ for a chapter of Kappa Alpha Theta (founded in 1870). This was the Alpha-Beta Chapter, which was established in September, 1891, with twelve women members of the classes of 1892 to 1895.

With the advent of a woman's fraternity or sorority, side by side with the two men's, it was evidently considered necessary, or desirable, for another apologia to be offered in the Halcyon for an apparently heedless faculty. This was in part as follows:¹ "The strongest element in human nature, man's sociability, naturally leads him to band together, in all ranks of life, with his fellows. The Fraternity is the phase which this element has assumed in college life. The functions of literary and athletic associations having been allotted their places in these pages, it will not be amiss to state briefly the resources and benefits of the Fraternity. The tie which binds a number of young men or women together in a Fraternity is a pledge of common responsibility. Each one is personally interested in and responsible for the moral character, reputation, quality of work, and social standing of every other. This alone is an important factor in reducing the evils of student life. Many a prudent college executive has availed himself of this fact in reaching, through Fraternity associates, some wayward student, and with complete success. Fraternities serve the same purpose as athletic and journalistic associations in bringing together at conventions representatives of different

1-Ibid, 1893, pp. 114-5.

4.

institutions, and diffusing a spirit of inter-collegiate friendship; the Fraternity, however, can accomplish this purpose better perhaps than any other organization because of the openness of brotherly feeling which pervades all its proceedings. The lack of home influences and the benefit of family friendship is largely made up by this Fraternity spirit. In those institutions where the absence of a dormitory system requires boarding and lodging in town, the chapter-house serves the purpose of a home and saves materially in expense. Plans are being made for the building of chapter-houses at Swarthmore when the growth of the college shall require increased accommodations for the students. The success of these Chapters and the same needs for a Fraternity led the young women of the College to apply for a charter. We wish this new daughter of Hellenism the success which has attended her two sons, and trust that the prosperity of this Chapter will equal that which the ladies' Fraternity has achieved in the rest of the Greek world."

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1-Ibid, 1894, pp. 79-80; Phoenix XII:¹¹⁴ 3-Ibid, 1895, pp. 61, 72-3.
2-Ibid, 1894, p. 78. 4-Ibid, 1895, pp. 61, 74-5.

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On March 3, 1894,

~~At the same time it was announced that the Pi Kappa Omicron local society~~ ^{was} had been merged in the Swarthmore Chapter of the

non-secret Delta Upsilon Fraternity (founded in 1854). ^{Its original members were members of the classes of 1887 to 1897, inclusive.}

With all this outburst of fraternity activity, it was again felt necessary to renew and enlarge the former apologies for their existence, ^{and to appeal for certain evils which had already occurred in}

The four men's and three women's fraternities continued to exist until the end of the period; but during the Depression ^{of 1893-97,} and perhaps because of the expense of the requisite cuts, only the four men's fraternities were displayed in the Halcyon. [insert p. 5']

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Delta ^{of} women members of 1891 to 1894;⁵ Delta Alpha Sigma, a society at first of ten women students, later increased to fifteen to correspond with the number of English letters in its name;⁴ a men's club founded in 1897, with a parody and jumble of Greek letters as a name, and composed of eleven members, each with a title significant of other things than Greek culture;⁵ and Phi Lambda Epsilon, a "coeducational" society of ten active members and "fratres ex Collegio".⁶

The crown of the Greek letter societies, namely, Phi Beta Kappa, came to Swarthmore in 1896, when, on June 6, Commencement Day, the Epsilon Chapter of Pennsylvania was established.⁷ President Magill, of the Brown University Chapter, and Professor Appleton, of the Harvard Chapter, were chiefly

Phoenix, XIII: 189-90 — (82, 92, 98, XIV: 98-99; XVII: 116)

1-Ibid, 1895, pp. 61, 68-9; 5-Ibid, 1899, p. 89.
 2-Ibid, 1895, pp. 60-61; *Phoenix*, XIII: 6-Ibid, 1902, p. 122.
 3-Ibid, 1892, p. 87, 1893, p. 169. 7-Ibid, 1897, p. 74, 1898, p. 55,
 4-Ibid, 1899, p. 87, 1900, p. 97, 1899, p. 65, 1900, p. 76, 1901,
 1901, p. 120, 1902, p. 125, 1903, p. 79, 1902, p. 88, 1903, p. 78.
 p. 129.

the system of pledging? connection with them

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instrumental in procuring Swarthmore's charter, and became its charter members. Since 1893, members of the graduating class who were considered eligible to the fraternity had been chosen for the prospective honor according to the fraternity's rules. The basis of selection was excellence in scholarship in the Arts Department as shown by a standing in the first third of the class.

Among the non-Greek letter societies formed by the students, were three clubs formed by loyal (and advertising) graduates of the Swarthmore Grammar or Preparatory School (founded in 1899),¹ Friends' Central School (with members from the early 1890's),² and George School (with members in the 1900's).³ New York had its club in the 1890's (changing its name to the "Sons and Daughters of the Empire State");⁴ emulating this, were the Jersey Club⁵ and the Chester County (Pennsylvania) Club, the motto of the latter being:

"Wherever through the world we roam,
By forest field, or river,
Old Chester County, our loved home,
Shall hold our hearts forever."⁶

The Chess Club, including members of the classes of 1889 to 1894, aspired to combine intellectual development with recreation;⁷ but there were other societies which catered to the pure love of collective fun and nonsense. Among these were: Ye Monks of the Black Cowl, an especially vociferous yet mysterious company;⁸ the Red-headed Club (or the Red Cross Department)⁹ and the Men's Bow-

1- Here <u>Ibid</u> , 1900, p. 95.	5- <u>Ibid</u> , 1896, p. 79.
2- <u>Ibid</u> , 1892, p. 74, 1893, p. 166, 1902, p. 116, 1903, p. 132.	6- <u>Ibid</u> , 1902, p. 115.
3- <u>Ibid</u> , 1900, p. 101, 1901, p. 101, 1902, p. 117, 1903, p. 126.	7- <u>Ibid</u> , 1890, p. 76.
4- <u>Ibid</u> , 1893, p. 168, 1896, p. 82.	8- <u>Ibid</u> , 1902, p. 124, 1903, p. 125.
	9- <u>Ibid</u> , 1896, p. 84.

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Leg Club,¹ exploiting personal peculiarities; the Anti-fussing Society, dedicated to repudiation of "co-education", or "twosing";² and the 1906 Club, to have its reunion after "ten years out", and including members of the classes of 1895 to 1899:³ such were some of the varied gregarious attempts to give organized expression to collective teasing and "guying", or "ragging".

One organization which flourished in 1889 to 1891 was composed of ten women students who called themselves the "We Ten". They had a photograph taken of their group which was so much admired and discussed that ten of the men students formed an effective caricature of it, and thus paved the way for a similar caricature of the mock-inauguration of David Dudley Foulke as president.⁴

1-Ibid, 1903, p. 150.

2-Ibid, 1902, p. 126.

3-Ibid, 1898, p. 88, 1899, p. 90.

4-cf. illustrations opposite pages //

Chapter XXI : after p. 3¹/₂ of MS.

(The ~~Gymnasium~~ Somerville Lit. Soc.)
14 12

~~ut this fund was not adequate to fulfil the society's ambition, and in defiance of
the Depression of 1893, it continued its campaign. The task was too difficult for
accomplishment, however, and instead of the Somerville Hall dreamed of, the society had to
be content with a Somerville Gymnasium. This was completed in 1894, and received the
following welcome (in esse and in posse) from the student's annual: "~~

"Hearty welcome we give to thee, Somerville Hall,

That hath lately been born for our sake,

A very dear, much-needed building thou art,

And we all a great pride in thee take.

Thou art smaller, 'tis true, than at first we contrived,

But then it must be thou wilt grow.

Ah! we pray that thy fate may not be the same

As scrub oaks planted here long ago.

We will dream of the days in the future afar,

When we who are absent return

And see our great hall nicely furnished, complete,

And of its great usefulness learn.

And when the time comes our reunions to hold

We will gather in Somerville Hall,

In our wide, spacious parlors the banquets we'll hold,

And for toasts to our building we'll call."

Fraternities and Students' Societies

College fraternities entered Swarthmore on the 14th of January, 1889, when seven members of the Class of 1889 formed what they called the Beta Chapter of Kappa Beta Sigma, its Alpha Chapter having been formed (elsewhere?) three years earlier. It was not a national fraternity, and the first notice of it stated that "it is a senior society, with many of the features of a fraternity lacking".¹ It had a "Tomb and Altar" and a "shield" with sword and skull; and perhaps these non-maker emblems were prophetic of its early death, which occurred at Swarthmore with the graduation of the Class of 1889.

The first national fraternity in Swarthmore was Pennsylvania Kappa Chapter of Phi Kappa Psi, introduced on January 26, 1889, with a membership of eleven students in the classes of 1889 to 1892. This organization had been founded in 1852, and was by this time fully fledged and equipped with all the characteristics and paraphernalia of a national fraternity. Its charter for the Swarthmore chapter was evidently some time in coming; but the students learned of the efforts being made for it, and in the 1888 Halcyon (published in 1887) poked fun at its applicants in the following skit:²

"(Enter a $\Phi K \Psi$ Man)

Behold me as I am,

A fraternity young man,

A 'Hurry there, brother!'

'Don't call me another!'

A don't-care-to-work young man.

1-Halcyon, 1890, p. 66.

2-Ibid, 1888, p. 100.

Conceive me if you can,

A Φ Ψ young man,

A do-little, know-little,

Care-little, owe-little,

Blow-his-own-horn young man.

"Chorus of Φ Ψ Men.

Just gaze on this young man,

The type, he, of our clan,

Who harpeth all day

Of his fraternitay--

This wear-a-loud-badge young man.

These two fraternities were introduced sub rosa, without faculty sanction, and their founders offered the following apologia: "The present year has been signalized by the founding of the above Fraternities at Swarthmore. This is a new departure at this place, and the members of these organizations have high hopes of their becoming important factors in college life." It was deemed expedient, for greater secrecy among other reasons, that the meetings ^{should be} ~~were~~ held "in rooms in Media". The Swarthmore Chapter of Phi Kappa Psi's "Annual Banquet" was held "January 10th, 1891, at the Bellevue, Philadelphia".¹

The next year appeared the Pi Chapter of Kappa Sigma, with eight members of the classes of 1892 and 1893. This ^{was the} ~~is its~~ first announcement ^{of it} in the Halcyon², although it ^{was} ~~is~~ stated that the Swarthmore chapter was founded October 19, 1888, by two charter members in the classes of 1891 and 1893. It, too, met in "desirable chapter rooms at Media", and had an "Annual Banquet at the Bellevue, Philadelphia, on April 11, 1891."³

1-Ibid, 1892, p.79.

2-Ibid, 1891, p. 72. Its shield bears the dates 1400 and 1867.

It appears second in the Halcyon's list of 1891, but first thereafter.

3-Ibid, 1892, p. 77.

3.

Swarthmore's women students determined if possible to keep up with the men students in all respects. Accordingly, we find three women members of the Class of 1891 securing a charter in the spring of ^{that year} ~~1891~~ for a chapter of Kappa Alpha Theta (founded in 1870). This was the Alpha-Beta Chapter, which was established in September, 1891, with twelve women members of the classes of 1892 to 1895.

With the advent of a woman's fraternity or sorority, side by side with the two men's, it was evidently considered necessary, or desirable, for another apologia to be offered in the Halcyon for an apparently heedless faculty. This was in part as follows:¹ "The strongest element in human nature, man's sociability, naturally leads him to band together, in all ranks of life, with his fellows. The Fraternity is the phase which this element has assumed in college life. The functions of literary and athletic associations having been allotted their places in these pages, it will not be amiss to state briefly the resources and benefits of the Fraternity. The tie which binds a number of young men or women together in a Fraternity is a pledge of common responsibility. Each one is personally interested in and responsible for the moral character, reputation, quality of work, and social standing of every other. This alone is an important factor in reducing the evils of student life. Many a prudent college executive has availed himself of this fact in reaching, through Fraternity associates, some wayward student, and with complete success. Fraternities serve the same purpose as athletic and journalistic associations in bringing together at conventions representatives of different

1-Ibid, 1893, pp. 114-5.

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institutions, and diffusing a spirit of inter-collegiate friendship; the Fraternity, however, can accomplish this purpose better perhaps than any other organization because of the openness of brotherly feeling which pervades all its proceedings. The lack of home influences and the benefit of family friendship is largely made up by this Fraternity spirit. In those institutions where the absence of a dormitory system requires boarding and lodging in town, the chapter-house serves the purpose of a home and saves materially in expense. Plans are being made for the building of chapter-houses at Swarthmore when the growth of the college shall require increased accommodations for the students. The success of these Chapters and the same needs for a Fraternity led the young women of the College to apply for a charter. We wish this new daughter of Hellenism the success which has attended her two sons, and trust that the prosperity of this Chapter will equal that which the ladies' Fraternity has achieved in the rest of the Greek world."

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1-Ibid, 1895, pp. 61, 68-9.

2-Ibid, 1895, pp. 60-61.

3-Ibid, 1892, p. 87, 1893, p. 169.

4-Ibid, 1899, p. 87, 1900, p. 97,
1901, p. 120, 1902, p. 125, 1903,
p. 129.

5-Ibid, 1899, p. 89.

6-Ibid, 1902, p. 122.

7-Ibid, 1897, p. 74, 1898, p. 55,
1899, p. 65, 1900, p. 76, 1901,
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1-Ibid, 1903, p. 130.

2-Ibid, 1902, p. 126.

3-Ibid, 1898, p. 88, 1899, p. 90.

4-cf. illustrations opposite pages //

CHAPTER XXII
PUBLICATIONS

THE HISTORY OF SWARTHMORE COLLEGE, 1869-1902

The youthful college did not become sufficiently self-conscious, or mindful of its own history until after the "Great Fire" in 1881. The next year, when it was thirteen years of age, its catalogue began the annual series of historical sketches with the five-line statement:¹ Swarthmore College was founded by members of the religious Society of Friends, in order to provide the children of the Society and others with opportunities for higher education under guarded care. With this object in view, a property of 240 acres was secured in a rural district ten miles from Philadelphia on the Central Division of the P. W. and B. Railroad."

This modest statement of its history was continued in the catalogues for twenty-three years unchanged, except for giving the date of the founding as 1864, substituting Philadelphia, Wilmington and Baltimore for the railroad's initials, omitting "and others," and adding after "guarded care" the words "of those of their own religious faith."² In 1905-06, the catalogue contained a historical sketch of twenty pages contributed by Professor William I. Hull. Meanwhile, in The Halcyon, a year-book published by the junior class of the college, Professor Edward H. Magill contributed a historical sketch which was published chapter by chapter in twelve successive years from 1891 to 1903; and Professor William P. Holcomb had written a historical sketch of pages which was published in the series of volumes on higher education in the various States issued by the United States Bureau of Education.³

1 - 1882-83, p.10.

2 - The last two changes were made in 1898-99, at the beginning of the presidency of William W. Birdsall. Following this change, the words were added: "Others are admitted upon the same terms as Friends, and nothing of a sectarian nature appears in the instruction or in the management."

3 - Professor Holcomb's sketch was published in the volume on "The History of Higher Education in Pennsylvania," edited by Charles H. Haskins and William I. Hull, Washington, D. C.

1 , pp.

Chapter ~~XIX~~ XXVIII
Games and Sports
Athletics — Gymnastics
Gymnastics

The gymnasium was used in the early years chiefly for developing and strengthening the body, and for "blowing off steam" when the weather was unpropitious for out-of-doors exercise. The first real sports ^{in it on} recorded ~~in it~~ were boxing, fencing and wrestling. A ~~club~~ ^{Swarthmore Boxing Club} ("S. B. C."), with colors of orange and blue and a motto (vis et celeritas), was founded in December, 1889. It had a president, secretary and treasurer, and, at one time, nineteen members; but nothing except a spirited sketch of a fencing match appears to have been recorded of the prowess of its members.¹

As gymnastic facilities were increased and improved, gymnasium exhibitions began to be given. The first of these recorded occurred on February 22, 1898. It included the following "events": Bar vault, horizontal bar, hitch (? high) kick, parallel bars, high jump, class club race, and tumbling. A Sophomore-Freshman contest in the same events was held three days before, and was won by the freshmen, 170 points to 160.²

One year later (February 22, 1899), a second varsity exhibition was given, in which the same exercises were shown and, in addition, a Class Elephant Race, an Indian Club Race, and an inter-class Basket Ball game. In the last named, 1900 and 1902 defeated 1899 and 1901 by a score of 2 to 0.³

The gymnasium team of 1900 left only its picture behind it;⁴ and 1901 and 1902 appear to have ^{had} neither team nor exhibition.

1-Halcyon, 1892, pp. 72-3; 1893, p. 170.
2-Ibid, 1899, p. 103.

3-Ibid, 1900, p. 89.
4-Ibid, 1901, p. 101.

Track and Field Sports

The college authorities, both managers and faculty, had been keen from the beginning that out-of-doors exercise should be the basis of the students' health, and had emphasized continually the motto of mens sana in corpore sano.¹ The students, too, adopted this motto for their Athletic Association, when they founded it "before the Fire"; but they were naturally more interested in athletics for fun and sport's sake. They therefore engaged, from the very beginning, in an informal and unorganized way, in whatever extra-mural sports the campus afforded to the inventive minds of youth. These included fishing in the Crum, horse-back riding, skating, coasting, chestnutting, and whatever other sylvan and rural sports were suggested by individual ingenuity and the changing seasons. One sport advertised in the catalogues for many years, namely, "boating on the Crum", never seems to have lived up to its advertisement, and was finally satirized in a Halcyon poem as follows:²

THE CRUM NAVY

So long ago, before we all
grown so old or half so tall,
this campus there did grow
(reason no one seems to know),
institution of great size,
boys and girls to patronize.

So the marvelous things t'were done,
first that college was begun,
sports of every description,
fiction tells us there were none
truly half compare with some
were accomplished on the Crum.

Many features we must confess,
Other than this it did possess.
Yet all in Catalogue portrayed,
None seemed so awfully absurd
To him who had set in his mind,
"Good boating on the Crum" to find.

For when you now look on that stream,
How different everything does seem;
You either think it must have shrunk,
Or else those ancient sons have drunk,
'Til near each drop has disappeared
From out its banks with mud besmeared.

Still, if that reason is not so,
Since Swarthmore first began to grow,
Nobody now seems to know why
The Catalogue ne'er ceased its cry,
Nor, furthermore, what has become
Of all that "boating on the Crum."

The faculty committee on the catalogue stuck to its guns, nevertheless, and continued to assert, until the catalogue of 1898-99 that Crum Creek afforded facilities for boating.

Meanwhile, the exciting game ^{See notes} of ice-hockey was played between the classes on "Old Crum".

In fine winters for skating, hockey was exceedingly popular, especially when intercollegiate contests were staged. One of these brought forth the following poem in the Halcyon (with a photograph of the Swarthmore heroes):¹

These are the boys
Who, in a trice,
Beat Woodruff's "pets"
Upon the ice.

But there's a captain
(You know who),
Who knew just what
He had to do.

With the hockey stick
U. of P. once played,
But Swarthmore boys
Better scores had made.

With our three men
'Gainst thirteen more,
Who could but wonder
At the score?

They little thought
Of a similar doom
When Swarthmore boys
Should wield the broom.

But soon 'tis finished
And counted up,
The Mayor of the city
Gave us each a cup.*

And then they took
Some one's advice
And tried a contest
Off the ice.

The next year (1899-1900), it was reported:² "Our principal rival (University of Pennsylvania) thought it best not to play us a game." But in 1900-01, under the captaincy of W. J. Clothier, '03, Swarthmore beat the University of Pennsylvania 4 goals to 2; and in 1901-02, under the captaincy of T. S. Matthews, '02, it played its big rival to a tie score (0 to 0).

As early as 1882, the Halcyon reports:³ "The early part of the year was quiet and uneventful. The men, during the balmy days of Autumn, enjoyed their usual games and sports, oft times favoring the ladies with an invitation to behold their strange and daring feats."

~~1-Halcyon~~ 1900, pp. 126-7 (The score ^{slid,} 3-Halcyon) 1884, p. 17.
2-Ibid, 1901, p. 84. (two Swarthmore 2 goals, U. of P. 1).
300.

← The women, however, were not merely spectators of others' sports; for the same Halcyon refers to the croquet games which "the co-educationers" enjoyed during the evenings of spring.

During the summer of 1882, Isaac H. Clothier, a member of the board of managers, had seen the game of ^{Tennis} tennis being played in England, and being much impressed by its possibilities he brought home with him a full equipment for the game and instructed Swarthmore students in its rules. Two tennis clubs were immediately formed, one among thirty-four of the men students and one among eighteen of the women students; nets were set up on the rough grass of the south campus, and the play began. From the first, its "co-educational" value was recognized, and the first reference to it in the Halcyon is illustrated by cupid standing on a racquet kicking a ball. The Halcyon poets ~~poets~~ *scribes* frequently called upon the muses of art and poetry to express their feeling of appreciation of this very "attractive" game. But the staid members of the board reported in 1886, that "among the young women, the game of lawn tennis has done much to make the out-of-door exercise profitable and attractive".¹ Arranged apparently according to classes, the group of members were given the names of The Initials, H. W. C. M. O., The Racquetters, and the Tennisonians.²

By 1887, we find Swarthmore a member of the Intercollegiate Lawn Tennis Association of Pennsylvania.³

After a decade of informal games, a series of tennis tournaments in singles and doubles was started among the men students in 1895;⁴ and these were so successful in developing native talent that W. J. Clothier '03 won the intercollegiate singles match in straight sets with Yale's champion in 1901.⁵

1-Corporation Minutes, 1886, p. 18.

2-~~Ibid~~, 1884, pp. 96-98, 1888, p. 76.

3-Ibid, 1889, p. 49.

4-Ibid, 1897, p. 95.

5-Ibid, 1902, p. 150. *He won the national championship in 1901.*

Field Meetings Men's Athletic Association

The men's Athletic Association was founded apparently in the year 1872-73; for the first field meeting was held in the spring of 1873. But its constitution, by-laws, and all its minutes down to 1881 were destroyed in the Fire of that year, and no later scribe recorded its earliest history.

Some writers of later years expressed scorn of the primitive athletic facilities. For example, a Halcyon editor of 1889 wrote:¹ "A few years after the founding of the College, some little interest was taken in Athletics; but it was of a most primitive character. In '78 there were no athletic grounds, not even an apology for a gymnasium, no effort at judicious supervision of athletic interests by any member of the Alumni or Faculty, no thought, even, of pointing out to the students the exercise they required, and no provision whatever for the class of weak, timid, or indolent students, who especially need exercise, but who take no part in the usual college games. At this time, a mere apology of an association was formed, and the field meetings were held on a level piece of road near the College. Since then, mainly by the active efforts of the undergraduates, assisted by the Alumni, a few friends of the College and the Faculty, enormous strides have been made."

In the autumn of 1881, a new constitution and by-laws were adopted ^{by the men's athletic association,} and the ninth field meeting was held on Saturday, April 29, 1882, on the grounds of the "Delaware County Agricultural Society" at Elwyn, Pennsylvania.²

The lack of a gymnasium and campus in 1881-82 prevented the athletes from having adequate training for the field meeting of 1882, and the records made were admittedly poor. The gymnasium at Swarthmore was not re-opened until February, 1883,

1-Page 55. *ibid.*, 1889, p. 55.

2-Halcyon, ^{*Field Track*} Swarthmore Records, 1878-1882, 1884, p. 77.

and again the records made that year were ~~also~~ "below the mark".

In 1881, it had been decided to award gold medals to contestants who succeeded in breaking the best records; and Russell Hoopes of West Chester, of the Class of 1884, was awarded the first gold medal for breaking the one-mile walk in the spring of 1882, with a record of 8 min. 45 sec..

Some of the records made between May, 1878, and May, 1881, have been preserved, and these give some idea of the sports engaged in at the field meetings and the proficiency of the contestants. These were as follows:¹

red Yards' Dash, 10 2-5 sec.,	W. F. Dowdall,	May '80.
ding High Jump, 4 ft. 9 in.	S. L. Clayton,	May '80.
Mile Run, 5 min. 53½ sec.	W. L. Elkins, Jr.,	Nov. 4, '82.
Vaulting, 8 ft. 7¾ in.	E. Smedley,	Nov. 4, '82.
Mile Walk, 8 min. 45 sec.,	R. Hoopes,	April 29, '82.
Yards' Run, 53 sec.,	S. Keemlé,	May 10, '79.
ing High Jump, 5 ft. 2 in.,	W. L. Baner and S. S. Clayton,	May '80.
cle Race, One Mile, 4 min. 35 sec.	D. Pacheco,	Nov. 4, '82.
Yards' Dash, 23 2-5 sec.,	T. L. Moore,	May '80.
ing the Shot, 36 ft.,	N. Lukens,	May 14, '81.
Half Mile Run, 2 min. 11½ sec.,	J. M. Caley,	May '80.
ing Broad Jump, 20 ft. 1 in.,	W. L. Butler,	May '80.
le Race, (120 yards,) 19 sec.,	R. Higgins,	May 11, '78.
wing the Hammer, 82 ft. 2 in.,	T. L. Moore,	May '80.
ding Broad Jump, 9 ft. 10 in.,	T. L. Moore,	May '80.

To these were added, in the spring and fall meetings of 1882 the "Ex-Members' Dash" (100 yards) W. F. Dowdall, Time, 11½ sec., and the Tug of War, Time 53 and 56 sec.; but at these meetings, none of the previous records were broken. When the ~~latter are compared with those of 1902, we find that records had been broken~~ ^{by the latter year} as follows: ^P in the 100-yard dash (10 1-5 sec. by W. Matteson '94), 220-yard dash (22 3-5 sec. by E. S. Harris '02), 440-yard run (51 3-5 sec. by C. B. Hoodley '97), mile run (4 min. 39 sec. by H. B. Foreman '89), 2-mile bicycle race (5 min. 1 sec. by N. H. Mannakee '02), 120-yard hurdle (16½ sec.

1-~~Halcyon~~ ^{Ohio}, 1884, p. 83

2-For a comparison of Swarthmore's records of 1882 and 1902, and with those of the G.C.A.A. of Pa., and the G.C.A.A.A. of A., see *infra*, p. 312.

by D. B. Rushmore '94), pole vault (10 ft. 6 $\frac{3}{4}$ in. by H. Conrow '94), standing high jump (5 ft. 11 $\frac{1}{2}$ in. by I. D. Webster '89), running broad jump (21 ft. 9 in. by F. L. Thomas '98), putting the shot (37 ft. 1 $\frac{1}{8}$ in. by G. H. Brooke '93), throwing the hammer (113 ft. 1 in. by B. L. Clark '96), one mile walk (7 min. 10 2-5 sec. by P. Parrish '96), 220-yard hurdle race (19 sec. by S. C. Palmer '95), half mile run (2 min. 4 sec. by G. M. Lamb '00), hurling discus (87 ft. 3 in. by S. F. Stewart '03), 2-mile run (10 min. 48 sec. by R. L. Pearson '02).

By 1902,
~~Thus~~ every one of the old records had been broken, the 2-mile bicycle race had taken the place of the 1-mile, the running high and the standing broad jumps and the tug-of-war and ex-members' dash had been dropped, while hurling the discus and the 2-mile run were the only new ones introduced. ~~[Struck out]~~

The Tug of War ^{*The Tug of War*} was continued throughout the 1880's. We find, for example, in the spring of 1888, Swarthmore's team being pulled by Yale's only 2 $\frac{1}{2}$ inches;¹ and in 1890, the following reference to it occurs:² "In tug-of-war, Swarthmore's stronghold, she has been particularly efficient during the past year. The College team won the state championship at the annual meeting of the Pennsylvania I. C. A. A., and third place at the Intercollegiate Athletic Association, at New York, thus engraving Swarthmore's name on the Cup of the Association for the first time. The light-weight team won the championship of Philadelphia, and has the enviable record of never having lost a contest."

But this sport fell out of repute in college circles, and we hear nothing more of it at Swarthmore after 1890.

¹*Ibid,*
 1-~~Heleven~~ 1890, p. 88.
 2-Ibid, 1892, p. 95.

7.

Cricket, → Cross-Country, and Relay

Another sport, Cricket, was apparently played for only a short time at Swarthmore, as baseball and football were greatly preferred. In fact, the only reference to it here occurs in the Halcyon of 1885-86, which gives only the names of the officers of the "Swarthmore College Cricket Association".¹

Cross-country running was one of the earliest unorganized sports, and it continued to be useful for "training" during the autumn, after the football season, and during the time when the new gymnasium of 1899 was under completion.²

From "hare and hounds", cross-country running easily ran into relay races; and these were finally exalted into an inter-collegiate contest. Swarthmore participated in the first of these in April, 1898, when it won against Haverford, New York University, College City of New York, and Rutgers, in 3 min. 40 2-5 sec.³ The next year, it was beaten by New York University, in 3 min. 35 2-5 sec.⁴ Rutgers won in 1900, in 3 min. 34 2-5 sec.⁵

Lacrosse

Lacrosse began at Swarthmore in 1892, in a very humble way, with a game against the Media Y. M. C. A., which Swarthmore won 3-0; but it was beaten that year by the University of Pennsylvania, 1 to 2.⁶ Then followed four years of systematic training on the south campus, and the offer of the S. Powell Cup for an inter-class contest, which was won in 1896 by the Class of 1898,⁷ and in 1901 by the Class of 1901.⁸

The next year (1897), under the captaincy of F. L. Thomas, ~~1898~~¹⁸⁹⁷, Swarthmore's team lost to Johns Hopkins and Lehigh, but tied Harvard (1 to 1).⁹ In 1898, with A. P. Way '98 captain, Swarthmore lost to Johns Hopkins, Crescent Athletic Club and

1-Ibid, 1887, p. 60.

2-Ibid, 1901, p. 84. A generation later, organized cross-country running became very popular under a member of the faculty (Townsend Scudder) who was proficient in the art.

3-Ibid, 1900, p. 88.

5-Ibid, 1902, p. 104.

7. Ibid, 1897, p. 86.

4-Ibid, 1901, p. 99.

6-Ibid, 1893, p. 161.

8. Ibid, 1903, p. 98. 311

9. Ibid, 1898, p. 96.

8.

Stevens, but tied Harvard and Lehigh (3 to 3, and 2 to 2).¹

In 1899, with John P. Broomell '99 as captain, Swarthmore was again beaten by the Crescent Athletic Club (0-8), and by Stevens (1 to 2), but beat Harvard (9 to 0) and Columbia (5 to 0), and tied with Lehigh (2 to 2).²

The invincible Crescent Athletic Club again beat Swarthmore in 1900, with Otley E. Jackson '00 captain, by 8 to 0, and Johns Hopkins ^{now} by 7 to 4; but ~~it~~ ^{Swarthmore} defeated Hobart (6 to 0), Columbia (8 to 2), Pennsylvania twice (3 to 2 and 5 to 0), Stevens (6 to 3), and Lehigh (5 to 0).³

The Intercollegiate Lacrosse Association of the United States was organized in 1901, and this was a banner year for Swarthmore, with E. Williams '01 as captain. It defeated all of its seven rivals: the Crescent Athletic Club at last (3 to 2), Johns Hopkins (4 to 2), University of Pennsylvania twice (5 to 0 and 8 to 2), Lehigh (4 to 2), Columbia (5 to 0), College of the City of New York (4 to 0), and Swarthmore Alumni (8 to 0).⁴

In 1902, with T. S. Matthews '02 as captain,

As compared with the ~~Field Meeting~~ ^{Field Meeting} ~~Intercollegiate~~ ^{Field Track} Records of the Intercollegiate Athletic Association of Pennsylvania, which Swarthmore had joined in 1886, Swarthmore held six records out of fourteen,⁵ namely, the 100-yard dash (10 1-5 sec. by W. Matteson '97), the 2-mile bicycle race (5 min. 13 2-5 sec. by H. J. Webster '97), 120-yard hurdle (17 sec. by W. Roberts '90), 220-yard hurdle (27 2-5 sec. by A. P. Way '03), the broad jump (21 ft. 7½ in. by F. L. Thomas), and the pole vault (10 ft. 5 in. by F. L. Thomas).

1-Ibid, 1899, p. 100.

2-Ibid, 1901, p. 96.

3-Ibid, 1902, p. 100.

4-Ibid, 1903, pp. 87, 98.

5-The other colleges in the association which held records were: Pennsylvania State, 3; University of Pennsylvania, 4; Lehigh, 1.

In 1890, Swarthmore won the Pennsylvania I. C. A. A. Cup and the Championship of the State. This victory was chiefly due to Walter Roberts, '90, who won four points (in the 120-yd. hurdle, running high jump, running broad jump, and pole-vault) and broke two of the Association's records, namely, the 120-yd. hurdle (17 sec. as against 17 4-5 sec.) and the running broad jump (20 ft. 4½ in. as against 20 ft. 2 in.). In 1891, Swarthmore again won the cup and championship of Pennsylvania by 58 points against 42 for the University of Pennsylvania, 9 for Lafayette, 5 for Dickinson, and 3 for Lehigh.

The next year, Swarthmore lost the cup to the University of Pennsylvania "only because", the editor of the Halcyon rather peevishly complained, "an institution styling itself with much emphasis a 'university', and possessing nearly twenty men to our one, had become thoroughly aroused and ashamed at having been twice defeated by that 'little Quaker College by the Crum'". The points won in this contest were: Univ. of Pa., 61; Swarthmore, 39; Pa. State College, 12. Lehigh, Lafayette, Dickinson, and Haverford won no points.

The large university having dropped out of the association, Swarthmore won the meet in 1893 with 57 points against 22 for Western University (Pittsburg), 21 for Pa. State, 7 for Lehigh, and 2 each for Dickinson and Lafayette. In this meet, D. B. Rushmore '94 equalled the 120-yard hurdle (in 17 2-5 sec.); S. C. Palmer '95 broke the 220 yard hurdle (in 27 3-5 sec.), and B. Clark '96 the 16-lb. hammer throw record (93 ft. 11 in.).

The next year, Swarthmore again won the meet, with 66½ points against 29 for Pa. State, 10½ for Western Univ., and 6 for Lehigh. In this meet, S. C. Palmer '95 broke the 100-yd. record (in 10 1-5 sec.), D. B. Rushmore '94 the 120-yard hurdle (in 17 1-5 sec.), F. W. Sims '97 the 2-mile bicycle (5 min. 31 2-5

sec.), T. R. Gleim '96 the 440-yard dash (54 1-5 sec.), and B. Clark '96 the 16-lb. hammer (116 ft. 7 8-10 in.).

In 1895, Swarthmore again won the meet with 68 points against 23 for Lafayette and 21 for Pa. State; but this time, no records were broken.

Swarthmore lost to Lafayette in 1896 by 42 points to 46; but won again in 1897 with 78 points against 30 for Pa. State, and 4 for Lehigh. In the latter meet, C. Hoadley '97 broke the 220-yard record (in 23 sec.).

In 1898, Swarthmore yielded to Pa. State by 45 points to 48, although L. S. Taylor '98 broke the 120-yd. hurdle record (17 sec.), F. L. Thomas '98 the pole vault (10 ft. 5 in.) and broad jump (21 ft. 7 $\frac{1}{4}$ in.). The closeness of this contest is shown by the fact that Swarthmore and Pa. State were tied in first places (6 to 6) and in second places (6 to 6), Pa. State winning in third places (6 to 3).

Among the fifteen records of the Intercollegiate Athletic Association of America, Swarthmore held one, namely, the 2-mile bicycle race (5 min. 7 3-5 sec. by R. E. Manley '97).¹ By 1888, the Halcyon editor could claim with pardonable pride:² "It is in athletics that Swarthmore has made the most sweeping advances. 'Whittierfield' has been conceived and built; our athletes have competed with the best in the country and attained a fair degree of success. Swarthmore holds second place in the State of Pennsylvania; and, with the increased amount of material, may hope for as much success in the future."

1890's editor sang a similar paean:³ "Track athletics

1-Records held by some of the other twenty colleges in this association were: Univ. of Pa., 7; Cornell, 3; Yale, 2; Harvard, 1; California, 1.

2-Halcyon, 1889, pp. 12, 55.

3-Ibid, 1890, p. 88.

Athletics' Place at Swarthmore

has always been our pride and glory. And why should they not be? The number of students in college from which to choose athletes has never been above one hundred, yet we have caused the Garnet to be looked upon with envy and admiration wherever Swarthmore men have contested. Such excitement has never been witnessed at an Inter-state Athletic Meeting^a as when last Spring Swarthmore came second to the University of Pennsylvania with a record of six firsts and four seconds to seven firsts and five seconds for the University."

The next year's editor cited as the reason for Swarthmore's high standing in Athletics the following:¹ "It is at Swarthmore that our athletes are developed and not in a number of preparatory schools, as is the case with too many institutions that have a high reputation in the athletic field.---The feeling of college loyalty that exists at Swarthmore brings out and develops anything and everything that there is in a man for the benefit of himself and his alma mater."

Bicycling had an early start at Swarthmore. In the autumn of 1882, a bicycle club, known as the Swarthmore College Wheelmen, was formed (for some untold reason sub rosa), and the first high-wheeler made its appearance the next spring. Its captain was C. F. Cope, '88, who won the medal in fancy riding at the "Bi-Centennial Meet" in Philadelphia, October, 1882.² By 1885, the club had twelve members, some of whom possessed "safety" bicycles. The Halcyon continued to chronicle the "Swarthmore Cyclers" through the subsequent years, until 1890 put an end to the sport in college contests.³

The Athletic Association held its field meetings regularly,

1-Ibid, 1891, p. 91.

2-Halcyon, 1884, pp. 93-5.

3-Ibid, 1890, p. 80.

year after year, usually in May, and equipped them with a full corps of officers, such as referee, judges, managing committee, marshal, marshal's aids, starter, time keepers, and scorer. An Alumni Advisory Committee was formed in 1890. Other advances were made in the realm of athletics, and the Halcyon editor, contrasting the situation in 1888¹ with that of 1878, wrote: ¹ "Now Swarthmore can boast of one of the finest cinder tracks in the state; and our gymnasium, although nothing to brag of, we trust will survive until, in the not far distant future, by another enthusiastic movement like the one that produced Whittierfield, a fully equipped gymnasium will make its appearance and place us on a par with our sister colleges. From the poor apology of '78, has arisen a prosperous association; and, with the perfecting of the impending scheme of an amalgamation of the Athletic and the Base and Foot Ball Associations, the prosperity of Athletics will be undoubtedly increased. Among the several donations that have been made to the Athletic Association for the purpose of promoting interest and competition in our Field Meetings, the most important one is the Cup presented by the Editorial Board of Volume VI of the Phoenix. This Cup was given to the Association as a prize to be contested for by the different classes. Last year, at the first meeting on "Whittierfield", when the Cup was awarded, "'89" was engraved on the first space." The points won in this contest were: '87=20; '88=31; '89=67; '90=7.

Student and Faculty Points of View

The Halcyon editor of 1890 wrote in 1888:² "Athletics were, for a long time, considered by the Managers of Swarthmore to be detrimental to the best interest of the college." But the facts

¹*ibid*, 1-1889, pp. 55-56.
²*ibid*, 2-1890, p. 87.

seem not to support that statement; for, as has been seen, both board and faculty had been from the beginning keenly in favor of athletics of the proper kind and under proper control.

The question at issue between the students and the authorities was, of course, in the definition of the term "proper". The student view of the issue was put as follows:¹ "Probably in regard to no other department of our college has there been such an entire revolution of policy as has since the founding of the institution taken place with respect to athletics. The history of the development and growth of this branch of college life at Swarthmore presents an instructive lesson to those of us who are inclined to be somewhat impatient under restrictions, and who, ignorant of the past, cannot appreciate the great changes which have been brought about, nor the entire absence of narrow conservativeness in the present attitude of our managers and faculty toward this great safeguard of collegiate energy.

P "In the early days of athletics at Swarthmore, there was much remonstrance against the severe restrictions under which they were placed, and justly so, we should now say, but at that time athletics were by no means the important part of college life which they now are, and managers and faculty, feeling the need of great caution in the granting of new and untried privileges, of whose results they were uncertain, were for a long time extremely conservative, and held the students to rules which would now be regarded as unjust and unbearable. By long and patient effort, however, on the part of the students, among whom were at that time many of our now most honored alumni, to whom Swarthmore owes a debt of gratitude, a change of feeling in this respect

1-~~Halcyon~~¹¹⁻¹ 1894, pp. 84-5.

was brought about, and athletics were regarded in a more liberal light. With what opposition these men had to contend we cannot now realize, but their final success, after years of constant struggle and demonstration, should teach a useful lesson to all Swarthmore students. ^{P^u} To be restricted to two annual games with Haverford; to be forbidden to play all other colleges either at home or abroad; to be prohibited from charging admission to the few games which were played; to have intercollegiate athletics severely frowned upon, and even interclass contests regarded in no very favorable light, would, we now think, be very tyrannical and unendurable. Yet such was, at no very remote period of our history, the attitude of our managers toward athletics, and with these facts before us we can the better appreciate how great a change has been wrought in this direction. ^{P^u} The history of athletics at Swarthmore is very similar to that of every new growth which slowly and surely, with many victories and many defeats, steadily works out its own salvation. At times the interest in this department waned till it seemed well-nigh gone; but ever returning with increased strength, it at last gained to its cause the faculty and managers, and since then the history of athletics in our college has been brilliant indeed. Lack of space precludes a detailed history, but how differently are we situated from what were our predecessors of but a decade ago. With a broad-minded faculty, backed by a liberal board of managers, it would indeed be strange if we were not a college of athletes. Though judiciously subordinated to the regular college work, with which no college may allow interference and continue to prosper, athletics have been encouraged and promoted by all interested in Swarthmore, till, to-day, her fame in this field does honor to the college and to the men who have won it for her."

In 1891, President De ~~Garriga~~^{ML} restated the view of the faculty in the following report to the board:¹ "The students of our College take an active interest in athletic exercises, as well as in general physical development. Within suitable limits this spirit is to be encouraged rather than repressed, not because such a course is easier than the opposite, or because athletics happen to be the popular rage, but because there is a basis of reason in the pursuit of physical excellence. The mediæval idea was the renunciation of bodily excellence as unworthy of a member of the civitas dei upon earth, but this idea is obsolete, and it is well for the world that it is so. The modern idea is of volition, action—

'Let us then be up and doing.'

P "But action, directly or indirectly, implies a body capable of expressing in the fullest measure the resolutions of the spirit. The man who expresses his will directly upon the world through the use of tools surely needs this physical perfection, but the thinker, the organizer, the director needs it in a greater degree, for only a good physical frame can insure a bright, healthy mind, or enable the brain long to sustain the heavy drains of modern economic life. There is also an educational phase to this matter, for it is pretty sure that while the young are vigorously exercising their muscles on the athletic grounds or in the gymnasium they will not be idling their time away in vain and perhaps harmful imaginings, or expending their superfluous physical vigor in 'ways that are dark and tricks that are vain'.^P It is, in short, the business of intellectual and moral education to prepare man for the highest and most efficient usefulness in the world, and that of physical education

1-Stockholders' Minutes, 1891, p. 21.

to enable him to stamp an enlightened will upon the world around him. It is much to be desired that our present hopes for two new gymnasiums be realized. The young people are now checked and hampered in their desire for the proper development of physical grace and strength by the lack of proper gymnasium accommodations."

Even a most gentle member of the gentler sect on the faculty, Dean Elizabeth Powell Bond, commemorated a foot-ball victory as follows:¹

A Song of Victory

’Twas Saturday noon when we set out,
And we had not far for to go;
For our Swarthmore boys were to play a lusty bout
With the Haverfordians O.

Chorus.

Oh! the autumn sun shone bright,
And the autumn winds did blow—did blow;
While our brave fellows went rushing to the top
And Haverford stayed down, below, below, below,
And Haverford stayed down below.

/bold Then up spake the captain of the "black and red".
And a ~~bed~~ spoken man was he;
"We must weaken the side that's coming out ahead,
Or, alas! we all beaten shall be."—Cho.

So they took from our line our valiant "centre rush",
And a strong, true man was he;
But the boys that were left were no concessive mush,
And they played for victory.—Cho.

Then "rah! rah! rah!" did greet our gallant team,
As they bravely ran up the score;
And Haverford stopped with only fourteen,
While Swarthmore had sixteen more.—Cho."

But the president and dean, board and faculty were quite well aware of the evils that had grown up in connection with college athletics; and in his report of 1894, Dr. De Garmo stated these as follows:² "Athletics.—This subject is an unsolved problem in our higher institutions of learning. To many

1-Halcyon, 1893, p. 211. This was the victory of Swarthmore over Haverford, November 22, 1890, by a score of 30 to 14.

2-Stockholders' Minutes, 1894, pp. 23-4.

young men it is a source of powerful interest; to their parents a source of equally powerful anxiety. That it can last in its present form in the universities is not probable. The gambling and drinking that accompany, and the carousings that follow these entertainments are unmixed evils, which should, if they must exist, not be attached to an academic event. It is also questionable whether the vast advertising that the successful athlete gets in the papers and at the games is a good thing for him or for the ends for which the college exists. We must not forget an important fact, stated long ago by Aristotle, that all good things tend to pass the limit of goodness and to become bad. It is good for young men to overcome obstacles, to cultivate physical prowess, to develop pluck, endurance, skill, and control of temper under trying circumstances; and it is good for them to have the admiration of their fellow-students when they have done well; but it is not good that recreation should become occupation, even temporarily, or that a few should be developed vicariously for the many, or that the young should shine out in such a burst of glory that they are blinded to the realities of life. A plant that bears fruit prematurely goes prematurely to decay. Whatever the solution of these problems may be for the university, they hardly exist for Swarthmore. In the first place, almost every able-bodied student in the college participates in some form of athletics, so that a large per cent. of the students get whatever advantages a temperate participation can give. In the second place, all get the benefit of physical training in the gymnasium during the winter. As to inter-collegiate games, the number is limited, and the circumstances are such that large crowds do not attend, and that drunkenness, gambling and carousing are quite unknown. Then,

too, the names of the students are not so heralded over the country that they conceive the battle of life won before it has really begun. It is alone at the college, therefore, that we find the healthy mean in athletics below which the young miss a valuable good, and above which they experience a positive evil."

Track and field sports were very little subjected (except football and baseball) to these evils; and Swarthmore's records were steadily broken. The records and record breakers, from 1878 to 1902, were as follows:

Swarthmore's Track and Field Records, 1878-1902,

as compared with those of the

InterCollegiate Athletic Association of Pennsylvania

and the

InterCollegiate Amateur Athletic Association of America.

Events	Swarthmore	I.C.A.A. of Pa.	I.C.A.A.A. of A.
100 yd. dash	J. Fitch '79 } 12½ sec., 1878 S. Price '81 } T. L. Moore '80, 11 1-5 sec. 1880 W. F. Dowdall '84 } 10 2-5 sec. 1880 I. D. Webster '89 } S. C. Palmer '95, 10½ sec. 1887 W. Matteson '97, 10 1-5 sec.	S. C. Palmer (S'wmore '95) 10 1-5 sec. W. Matteson (S'wmore '97) 10 1-5 sec.	9 4-5 sec.
200 yd. dash	F. J. Palmer '78, 26 sec., 1877 T. L. Moore '80, 23 2-5 sec. 1880 K. W. Hughes '94, 23 2-5 sec. 1893 C. B. Hoadley '97, 23 sec. E. S. Harris '02, 22 3-5 sec.	H. C. Vernon (S'wmore '91) 23 3-5 sec. 22 1-5 sec. C. B. Hoadley (S'wmore '97) 23 sec.	21 1-5 sec.
400 yd. run	W. P. Fender '79, 60 sec. 1877 S. Keemlé (Prep.) 53 sec. 1879 A. C. Pancoast '88, 53 sec. C. B. Hoadley '97, 51 3-5 sec.	T. R. Gleim (S'wmore '96) 54 1-5 sec. 52½ sec.	49 2-5 sec.
1-mile run	R. W. Morton, 2 m. 32½ s., 1878 H. S. Wood '80, 2 m. 24 s. 1879 J. M. Caley '82, 2 m. 11½ s. 1880 H. B. Forman, Jr. '89, 2 m. 8 2-5 s. W. Clothier '95, 2 m. 8 s. 1893 G. M. Lamb '00, 2 m. 4 s.	2 m. 3 4-5 sec.	1 m. 56 4-5 s.

	Swarthmore	(I.C.A.A. of Pa.)	I.C.A.A.A. of A.
run	H. C. Shafer (Prep.) 5 m. 56 s., 1882 W. L. Elkins, Jr. '86, 5 m. 53½ s. 1882 C. C. Miller '86, 5 m. 41½ s. 1883 F. A. Brastow (Prep) 5 m. 38 s. 1883 I. D. Webster '89, 4 m. 58 1-5 s. 1886 H. B. Forman, Jr. '89, 4 m. 39 s. 1886	4 m. 38 s.	4 m. 23 2-5 s.
e bicycle	T. M. Lightfoot '88, 7 m. 41½ s. 1888 F. W. Speakman '93, 7 m. 5 1-5 s. 1888 H. L. Heulings '94, 6 m. 48 s. 1889 H. C. Mode '95, 6 m. 13 s. 1892 R. E. Manley '95, 5 m. 7¾ s. F. W. Sims '97, 5 m. 18 s. 1894 E. D. Hubbard '98, 5 m. 4 3-5 s. N. H. Mannakee '02, 5 m. 1 s. 1902	H. J. Webster (S'more '97) 5 m. 13 2-5 s. F. W. Sims (S'more '97) 5 m. 31 2-5 s.	R. E. Manley (S'more '97) 5 m. 7 3-5 s.
i. hurdle	F. J. Palmer '78, 21 s. 1877 R. B. Higgins '80, 19 s. 1878 I. D. Webster '89, 17 3-5 s. 1886 W. Roberts '90, 17 s. 1890 D. B. Rushmore '94, 16½ s. 1894	D. B. Rushmore (S'more '94) 17 1-5 sec. L. S. Taylor (S'more '98) 17 s. W. Roberts (S'more '90) 17 s.	15 2-5 s.
. hurdle	H. G. Vernon '91, 28 s. 1889 F. H. Cocks '93, 27¼ s. 1892 S. C. Palmer '95, 27 s. K. W. Hughes,	S. C. Palmer (S'more '95) 27 3-5 s. A. P. Way (S'more '03) 27 2-5 s.	23 3-5 s.
vault	S. Clayton '82, 8 ft. 6 in. 1880 E. M. Smedley '86, 9 ft. 7½ in. 1884 W. H. Seaman '88, 9 ft. 8½ in. 1888 E. B. Temple '91, 10 ft. 1½ in. 1891 H. Conrow '94, 10 ft. 6¼ in. 1894	F. L. Thomas (S'more '98) 10 ft. 5 in. W. W. Curtiss (S'more '98) 10 ft. 4½ in. H. Conrow (S'more '94) 8 ft. 10 in.	H. Conrow (S'more '94) Tied for second place, with 10 ft. 8¼ in.] 11 ft. 5 in.
ump	P. L. Hopper '79, 4 ft. 7 in. 1877 J. Fitch '79, 4 ft. 11 in. 1878 P. L. Hopper '79, 5 ft. 1 in. 1879 I. D. Webster '89, 5 ft. 11¼ in. 1887	6 ft. 1½ in.	6 ft. 3 in.
jump	T. L. Moore '80, 16 ft. 6 in. 1877 W. Butler, Jr. '82, 16 ft. 11½ in. 1878 C. C. Field '81, 18 ft. 7 in. 1879 T. L. Moore '80, 18 ft. 7½ in. 1879 I. D. Webster '89, 20 ft. 10½ in. 1887 H. Conrow '94, 21 ft. 1 in. 1894 F. L. Thomas '98, 21 ft. 9 in.	W. Roberts (S'more '90) 20 ft. 4½ in. F. L. Thomas (S'more '98) 21 ft. 7½ in.	24 ft. 4½ in.
ig shot	J. Fitch '79, 29 ft. 10 in. 1878 T. L. Moore '80, 31 ft. 7¼ in. 1879 N. Lukens, '83, 36 ft., 1881 G. H. Brooke '93, 37 ft. 1½ in. 1893	38 ft. 4¼ in.	44 ft. 3 in.

mile Run J. M. Coley '92, 2 min. 11 ½ s. 1890
S. M. Conroy '00, 2 min. 40 s.

	Swarthmore	I.C.A.A. of Pa.	I.C.A.A.A. of A.
ing hammer	A. T. Shoemaker '81, 55ft. 10in. 1878 T. L. Moore '80, 82ft. 2in. 1879 W. A. Christy (Prep) 89ft. 5in. 1888 B. L. Clark '96, 93ft. 10 $\frac{1}{2}$ in. 1893 E. P. Bond '94, 99ft. 8in. 1894 B. L. Clark, '96, 113ft. 1 in. B. S. McIlvain, '92, 92ft. 4 $\frac{1}{2}$ in. 1892	B. L. Clark (S'more '96) 93 ft. 11 in. B. L. Clark (S'more '96) 116ft. 7 8-10in. 123 ft. 6 in.	154 ft. 4 $\frac{1}{2}$ in.
walk	W. L. Elkins, Jr. '86, 9m. 48 1-5s., 1879. F. Kirtland '83, 8m. 50 2-5s. 1880 D. A. Baum '84, 8m. 47 2-5s. 1881 R. Hoopes '84, 8m. 45s. 1882 E. M. Harvey '89, 8m. 9s. 1888 R. C. Manning '93, 7m. 50 $\frac{1}{2}$ s. 1891 R. C. Manning '93, 7m. 34 4-5s. 1892 P. Parrish '96, 7m. 10 2-5s. 1892	7 m. 22 s.	6 m. 45 2-5 s.
e run	Ira Smedley '01, 11 m. 16 s. R. L. Pearson '02, 10 m. 48 s.	-----	9 m. 51 3-5 s.
ng discus	W. Overfield, Jr. '03, 85 ft. S. T. Stewart '03, 87 ft. 3 in.	-----	-----

Baseball

Organized baseball began at Swarthmore with the formation of a Base Ball and Foot Ball Association, which was first announced in 1882. The first nine had Guion Miller '83 as catch, E. M. Smedley '86 pitch, J. E. Verree '83 left field, J. L. Lippincott '86 centre field, with five other regulars and two substitutes. The teams played in 1882 were Wynnewood (16 to 6 vs. Swarthmore), Shortlidge (25 to 10 vs. Shortlidge, and 18 to 13 vs. Swarthmore), Philadelphia (17 to 10 vs. Philadelphia), West Chester Normal (22 to 14 vs. West Chester), the Alumni (20 to 19 and 33 to 6 vs. the Alumni), Swarthmore 2nd. (31 to 8 vs. Swarthmore 2nd.), and—to crown the season—Haverford (9 to 8 vs. Haverford).¹

No games or teams are recorded in the eight years from 1883 to 1890, during which ^{time}~~years~~, baseball was evidently eclipsed by track and field sports. In 1887, a promise of a better future was made by the amalgamation of the Base Ball and Foot Ball Association with the Athletic Association; but it was not until the "Childs Cup", presented by George W. Childs, the distinguished editor of the Philadelphia Public Ledger, began to be competed for in inter-class games that baseball took a new lease on life. In 1889, the championship and the cup were won by the Sub-Collegiate Class (1894), under the captaincy of J. M. Pugh; but the Halcyon gives no details as to personnel or games.

The team of 1890, captained by J. F. Murray '92, was defeated by U. of Pa. Reserves (10 to 1 and 10 to 7) and Dickinson (9 to 7); but it defeated Muhlenberg (10 to 2), West Chester State Normal School (4 to 1), and Haverford (16 to 1).² The leaders on this team besides Murray, were H. B. Coles '92 (catch), G. H. Brooke '93 (shortstop), W. H. Brooke '93 (right field), H. L. Heulings '94 (pitch), S. S. Bond '91 (3 base), and J. M. Pugh '94

(2 base).

1-Halcyon, 1882-83, pp. 84-9.

2-Ibid, 1892, pp. 96, 105-6.

The record of 1891 shows four games won by Swarthmore with a score of 82, and four lost by Swarthmore with a score of 56. Among these were defeats by U. of P. Reserves (9 to 8), Univ. of Virginia (14 to 2 and 7 to 4), and Haverford (12 to 9); but victories were won over U. of P. Reserves (18 to 3), and Haverford (17 to 4). The leaders of 1890 continued in tact, with J. M. Pugh as captain, and E. P. Bond '94 a new star.¹

With most of the former stars out of college, the season of 1892 was short and inconspicuous. The Halcyon mentions only two games, namely, with Lehigh (which Lehigh won by 13 to 6) and "Ex-Members" (which Swarthmore won by 11 to 3); and it offers as an excuse for this poor showing "the comparatively small number of our men and the consequent necessity for concentration".²

The season of 1893 saw fifteen games played, but the only significant ones were with Univ. of Pa., Columbia, Georgetown Univ., and Dickinson. In all of these, Swarthmore was defeated (by Univ. of Pa. twice: 2 to 17 and 1 to 59!); its only consolation was a victory over Pa. Mil. College (8 to 3), but it did not meet Haverford. Several of the team made excellent records in other sports, but they evidently did not train for baseball.³

In 1894, 1895, 1896, and 1897, only interclass games were played, '96 winning the championship in 1894 against '95 and '97 by 23 to 4 and 15 to 0, and a forfeit from '94.⁴ The next year, '97 won against '95, '96 and '98 (6 to 4, 13 to 9, and 12 to 6);⁵ in 1896, the Childs Cup went to '98 which defeated '96 by 24 to 2 (in a two-inning game!), '97 by 4 to 3, and '99 by 21 to 5;⁶ in 1897, the winner was '98, which defeated '97 by 9 to 6, and '99 by 5 to 3.⁷

1-Ibid, 1893, pp. 154-60. 4-Ibid, 1896, p. 76. 6-Ibid, 1898, p. 95.
 2-Ibid, 1894, pp. 91, 86. 5-Ibid, 1897, p. 93. 7-Ibid, 1899, p. 101.
 3-Ibid, 1895, p. 92. On the team were G. H. Brooke (pitch), E. P. Bond (2nd. base), Edgar Lippincott (1st. base), K. Hughes (3rd. base), and C. G. Hodge (shortstop).

The only class games in baseball that were played in 1900 were between 1903 and 1902, and 1903 and 1901, in both of which 1903 won.¹ In 1901, inter-class games were again the only ones played, 1902 winning the match and the cup.² Finally, in 1902,

Football

Football started at Swarthmore in the "Base Ball and Foot Ball Association" of 1882, baseball taking the leading place. The football team of that year was composed of six "rushers", three half-backs, one quarter-back, one "ball", and three substitutes. The only games recorded were two between Haverford '86 and Swarthmore '86, the first game resulting in 2 goals and 11 touchdowns for Swarthmore, and 0 goal and 0 touchdown for Haverford; but the second one resulting in 1 goal and 0 touchdown for Haverford, and 0 goal and 1 touchdown for Swarthmore.³ One of the "rushers" in these games was J. E. Verree, one of the half-backs C. C. Miller, and the "ball" (or full-back and captain?) Guion Miller '83.

We are left without records for the next three years, but find that in 1885 there were three teams, namely, those of the College, the Class of '88 and the Class of '89. The games played were between the College and Pa. Mil. Acad., Univ. of Pa., Haverford, Dickinson, Johns Hopkins, and Ex-Members; between Swarthmore '88 and Haverford '88 and Lafayette '88; and between Swarthmore

1-Ibid, 1902, p. 104.

2-Ibid, 1903, p. 98.

3-Ibid, 1884, pp. 84, 90-92.

'89 and Univ. of Pa. '89. The College victories in these included Pa. Mil. Acad. (56 to 4), Dickinson (34 to 6), Johns Hopkins (16 to 0), and Ex-Members (32 to 6); while its defeats were with Univ. of Pa. (6 to 68), and Haverford (40 to 10). Swarthmore's '88 was defeated by Haverford's '88 (12 to 16); but Swarthmore's '89 defeated Haverford's '89 (35 to 0). Swarthmore's '88 was defeated by Lafayette's '88 (20 to 24); but Swarthmore's '89 defeated Univ. of Pa.'s '89 (17 to 7). Among the stars on the College team were Fred K. Lane '87 (captain), William H. Seaman (also captain of '88), Morris L. Clothier (also captain of '89), Aaron C. Pancoast (on both the varsity and '88), Horace Roberts '87, I. D. Webster (on both the varsity and '89), and Ethelbert Elkins (on both the varsity and '88); on '88, were Ellis P. and W. S. Marshall, and E. Lawrence Fell; on '89, were Alex. G. Cummins, F. B. Pyle, H. B. Forman, E. M. Harvey, and Ralph Stone.¹

So successful was the season of 1885 considered that the next year four teams were formed, that of the Class of '90 being added to the three of the previous year; but the records only of the varsity are given. This team played Lafayette and Dickinson, and beat them both (20 to 12, and 28 to 15). Pancoast, Pyle, Lane, Elkins (captain), Seaman and Clothier were again on the varsity, and Cummins and W. E. Sweet '90 were added. By this time, the names given to the positions on the team were forwards, quarter back, half backs, and back.

In 1887, the College team with Cummins as captain played four teams, and was defeated by two of them: Lehigh (24 to 0) and Lafayette (31 to 6). But it defeated Dickinson (22 to 6) and Haverford (30 to 16).³

1-Ibid, 1887, pp. 57-8.
2-Ibid, 1888, pp. 63-4.

3-Ibid, 1889, p. 63.

The season of 1888 was admitted to be "unfortunate" by the Halcyon's editor, who stated the reason to be "our misfortune to have men injured in practice games whose places could not be filled and the team was compelled to go on the field in every game except the first in a crippled condition". In the five games played, Swarthmore was defeated in every one; the scores stood: Lehigh (12 to 8, and 50 to 0), Lafayette (18 to 0), Univ. of Pa. (44 to 6), and Haverford (6 to 0).¹

The team in 1889 was again unsuccessful. It was beaten by Pa. State (20 to 6), Bucknell (8 to 0), F. and M. (22 to 4), and Haverford (10 to 4); and was victorious only over Dickinson (16 to 12) and Ex-Members (18 to 0).²

In 1890, Swarthmore became a member of the Pennsylvania Inter-Collegiate Foot Ball League, together with Bucknell, Dickinson, F. and M., Haverford, Pa. State. This extra competition helped the team of that year to be more successful. It defeated Delaware (54 to 0), Georgetown Univ. (20 to 0), and Haverford (30 to 14); but was itself defeated by Univ. of Pa. (0 to 10), Lehigh (0 to 50), and Dickinson (0 to 8). Its captain was J. F. Murray '92; and some of its members were B. S. McIlvain '92, C. Hart '92, E. Hart '93, E. B. Temple '91, J. M. Pugh '94, F. N. Carr '92, and E. P. Bond '94.

Third place was won in the Pa. League, in 1891, with Pa. State and Bucknell in the lead, and F. and M., Dickinson, and Haverford trailing Swarthmore. Besides these teams, Swarthmore played the Schuylkill Navy (22 to 6, 30 to 0, 16 to 6), Shortlidge (18 to 0, and 22 to 0), and Pa. Mil. Acad. (52 to 0);

1-Ibid, 1890, pp. 87, 94-6. Seven of the team were again called "rushers" (with one of these called "centre"); but the "back" was now called "full-back".

2-Ibid, 1891, p. 95.

while Haverford was defeated 62 to 0! J. F. Murray was captain during this season, while G. H. Brooke, Bond and F. H. Cocks '93, were star players.

Haverford's freshman team was defeated by Swarthmore's the same year, 40 to 0; and since Swarthmore had won the field meeting in the spring against Univ. of Pa. by 58 points to 42, the Halcyon exhibited three graves and tombstones bearing the inscriptions: "Sacred to the Memory of Univ. of Penn. Buried May 23, 1891"; "Out of sight, Forlorn Hope: Here is Poor Haverford, who departed this Life on Nov. 21, 1891: 62 to 0";[#] and "At Rest: Haverford '94 cruelly slain Nov. 11, 1891: 40 to 0".¹

Swarthmore was badly beaten by Lehigh in 1892 (0 to 51); it lost, also, to the Univ. of Pa. (0 to 22) and to F. and M. (0 to 10), but triumphed over Haverford (22 to 6), Dickinson (18 to 0), Univ. of N. Y. (26 to 0), Pa. Mil. Acad. (8 to 4), the Warren A. C. of Wilmington (10 to 0), and P. A. S. C. (58 to 0). Brooke (captain), Hughes, Palmer, and G.^G Greist '94, were the star players this year.²

In 1893, Haverford was again defeated (50 to 0), as were also Bucknell (36 to 0), Pa. Mil. Acad. (34 to 16), Univ. of Pa. Reserves (30 to 0), Phila. Y. M. C. A. (14 to 0), and Media (32 to 0); Johns Hopkins was tied (12 to 12); but Georgetown Univ. and F. and M. won (34 to 10 and 8 to 0). Greist was captain this year, and A. K. White '94, Palmer '95, Clarke '96, Hodge '96, E. Lippincott '95, W. S. Brooke '97, Simms '97, and Firth '96 were prominent players.³

Haverford was defeated again in 1894 by 32 to 0, as were also F. and M. (10 to 0), Dickinson (66 to 15) and Pa. Mil.

1-Ibid, 1893, pp. 139, 147-53.

3-Ibid, 1895, p. 93.

2-Ibid, 1894, pp. 92-3.

Acad. (50 to 0); but Lehigh won (33 to 0), also Lafayette (46 to 0) and Georgetown Univ. (22 to 18), while Univ. of Pa. won twice (66 to 0 and 20 to 0). In revenge for these last two defeats, Swarthmore defeated the Univ. of Pa. Medical School by 54 to 0! Palmer, Clarke, W. S. Brooke, Hodge (captain), Knauer '96, Firth, E. Lippincott, Sims, Fouse¹, I. Clothier '96, and Sullivan '97, were prominent this year.¹

The Univ. of Pa. again defeated Swarthmore in 1895 (by 40 to 0), and Swarthmore yielded to Rutgers (12 to 26), F. and M. (0 to 46), and Haverford (0 to 24); but it tied St. John's (22 to 22), and defeated Johns Hopkins (28 to 14), Gettysburg (10 to 0), Ursinus (20 to 4), Delaware (14 to 0 and 31 to 12), Baltimore City College (20 to 0), and Pa. Mil. College (16 to 12).²

Haverford won again in 1896 (42 to 6), as did also F. and M. (10 to 0), Gettysburg (10 to 4), and Rutgers (16 to 10); and Swarthmore defeated only P. M. C. (12 to 6), and tied ^{two} games with Villa Nova (10 to 0, and 0 to 16).³

Swarthmore's record in 1897 was somewhat brighter, with victories over Rutgers (8 to 6), Ursinus (12 to 0), Johns Hopkins (16 to 0), St. John's (18 to 4), Delaware (12 to 6), and Media (14 to 0); but it lost to Haverford (6 to 8), Ursinus (2nd. game, 0 to 4), and Dickinson (4 to 20), and tied with P. M. C. (6 to 6) and F. and M. (6 to 6). This season, the leading players were: R. B. Farquhar '00 (captain), Booth '99, Downing '01, Way '99, O. E. Jackson '00, J. S. Ver^{be}nden '99, A. D. Jackson '99, F. M. Mc Vaugh '01 and Harper '00.⁴

1-Ibid, 1896, p. 75.

2-Ibid, 1897, p. 94. #3-Ibid, 1898, p. 94. The names and photographs of the players are not given in the Halcyon of these last two years.

4-Ibid, 1899, p. 99.

The game with Haverford this year was called on account of darkness, with ten minutes more to play. Swarthmoreans claimed, naturally, that there had been undue delay in the second half, and a Halcyon bard expressed the general discontent with the result in a "Farce: A Contest between the Rival Kingdoms of Haverford and Swarthmore".^P During the decade from 1888 to 1897, Swarthmore had won five games over Haverford (196 points), and Haverford had won five games over Swarthmore (90 points). Hence the rivalry had become intense, while the enthusiasm preceding the games and the joy or gloom following them had reached unwholesome proportions among the students of both colleges.

The Swarthmore team of 1898 was determined to reverse the defeat of the year before; but it was again defeated by Haverford (0 to 12). Bucknell also defeated it (34 to 18); but it was victorious over its other opponents: Delaware (22 to 0), Rutgers (6 to 0), Georgetown (11 to 6), Ursinus (29 to 0), P. M. C. (22 to 0), F. & M. (10 to 6), Delaware (6 to 0), and Columbia (22 to 6). With two defeats and eight victories (146 to 64 points to its credit, the team was quite successful—except for its last game and crowning defeat² with^{ly} Haverford! Farquhar was captain again this year, and A. P. Hall '02, G. A. Seaman '01 and F. Bell '04 were added to the galaxy of the year before.¹

For the third time ^{this time} in 1899, under Farquhar's captaincy, the Swarthmore team played and defeated Haverford (34 to 12). Its other victories were over Delaware (17 to 0), Johns Hopkins (22 to 0), Rutgers (34 to 0), Stevens (22 to 2), Dickinson (6 to 5), and F. & M. (12 to 0). With only one defeat (Lafayette, 6 to 16), one tie (Ursinus, 5 to 5), seven victories, and 158 points to its opponents' 40, the team of this year was 1-Ibid, 1900, p. 79.

hailed as illustrious. Besides Farquhar, Downing, Bell, Hall, O. E. Jackson, Matthews '02, F. Mc Vaugh, Seaman, W. J. Clothier and Stewart '03 all covered themselves with glory.¹

Downing was captain of the team in 1900, and he was ably supported by W. J. Clothier, Matthews, Stewart, F. Mc Vaugh, Seaman, and Roy Mc Vaugh '02. Haverford was defeated this year by 17 to 10, and Swarthmore's other victories were over Ursinus (17 to 5), P. M. C. (28 to 5), and F. & M. (24 to 10); it tied with St. John's (5 to 5) and Georgetown (16 to 16), but was defeated by Dickinson (0 to 12), Lafayette (2 to 34), and Lehigh (0 to 17).²

Swarthmore's victories in 1901 were over Ursinus (17 to 5), Delaware (10 to 0), Lehigh (6 to 5), Rutgers (27 to 0), St. John's (17 to 11), and P. M. C. (33 to 0); while ^{its} ~~the~~ defeats were by the Univ. of Pa. (0 to 28) and Dickinson (6 to 28); and ^{its} ~~the~~ ties were with F. & M. (0 to 0) and Haverford (6 to 6). The last named game was considered a "tie that binds", for the rivalry between the two colleges was now such as to threaten a breaking-point between them. By this time, the series had resulted in seven games won by Swarthmore and six by Haverford (263 points to 144), with a tie (6 to 6) at the end. The captain of 1901's team was A. P. Hall '02, and his staunch supporters were Stewart, Marter '02, Matthews (until disabled), J. J. Lippincott '05, G. Satterthwaite '03, Mannakee '02 and R. G. Jackson '05.

1-Ibid, 1901, pp. 86-7.

2-Ibid, 1902, pp. 92-4.

3-Ibid, 1903,

No history of a college football team would be complete without a reference to the "Scrub". A Halcyon poet pays due homage to these often neglected football heroes in the following verses:¹

Who is it that's working in sunshine or rain,
With never a thought of applause or of gain?
Who offers all gladly—time, muscle, and brain?
Who is it?

—The Scrub.

Who thinks first of College and never of self?
Who gets the hard knocks and gets laid on the shelf,
While he plays his last ounce, as a gambler his pelf?
Who is it?

—The Scrub.

And who, when the team plays the year's biggest game,
Stands ready to sub without envy or shame?
For deep in his heart is one thought—Swarthmore's fame:
Who is it?

—Three cheers for the Scrub!

Among all these self-sacrificing Swarthmore worthies who helped so invaluablely to make successful football teams year after year with little or no recognition, perhaps Howard Cooper Johnson '1896 was the most noteworthy. His freshman, sophomore, junior and senior years found him invariably among the scrubs, taking the hard knocks in various places on the second team and sometimes acting as captain of it and as substitute on the first team, but not once having the coveted chance of playing in a varsity game.

1-Halcyon, 1902, p. 153.

The Girls' Athletic Club

Organized athletic games among the women students were late in getting started at Swarthmore as in other co-educational colleges. Finally, in October, 1898, a Girls' Athletic Club was organized under the leadership of E. Mae Myers and Lydia B. Clothier, both of the Class of 1900, aided by Miss Rachel L. Hutchinson, assistant in physical culture for young women. The officers and committees of this club are listed, in the Halcyon, and an inter-class basket ball game is recorded as having been played in Somerville Gymnasium and won by 1900. No other games began in 1898; but the picture introducing the club included the symbols of bicycling, tennis and golf, besides basket ball.¹

The next year, inter-class basket ball games were held, the Class of 1900 again winning the championship. The captain of this team was E. Mae Myers, and its other members were Lucy Bancroft, Edna N. Miller, Anna H. Lippincott, J. Ethel Thompson, Margery Pyle, and Florence E. Christy.²

Inter-class basket ball games were ^{again} the only ^{ones} played ~~again~~ in 1900, 1901 and 1902, the Class of 1902 winning the championship in all three years.³

That the girls' basket ball games were no tame and lethargic affairs is attested by a Halcyon poem, entitled "Basket Ball à la the East Wing", which is reminiscent of Robert Southey's ^{"The Cataract of Ladore"} ~~"How the Water comes down at Ladore"~~. It is as follows:⁴

*A Waiting, a throwing, a running, a thump,
A rushing, a pushing, a skipping, a jump,

1-Ibid, 1899, pp. 104-5. ³-Ibid, ~~1900, pp. 91-2;~~ 1901, pp. 102-3;
1902, p. 106; 1903, pp. 99-100.
2- ~~Ibid~~, 1900, pp. 91-2. ⁴-Ibid, 1902, p. 168.

A scrambling, a falling, a tearing of hair,
A pitching—and lo! the ball isn't there!

A passing, a grabbing, a snapping, a fall,
A seizing, a rolling, a scrapping, a squall,
A shoving, a snatching, a kicking, a roll,
A dashing, a bounding, a tossing—a goal!

A throwing, a guarding, a shoving, a fall,
A moaning, a groaning, a losing the ball,
A calling, a kicking, an ankle that's lame,
A rushing, a whistling—the end of the game!

Chapter XXIII.

THE CAMPUS

The year after the college was opened, the board reported:¹ "The great improvement of the grounds of the College - the grading, sodding and laying out of the concrete walks and carriage roads, furnishes a strong contrast to the condition of the grounds last year.

"Nearly one hundred deciduous trees, mostly contributed by Hoopes, Bros. & Thomas, have been recently planted, and we have offers of valuable trees to be transplanted in the spring, when our landscape gardener^e proposes to set out also a variety of shrubbery and evergreens.

"The station on the railroad has been changed in name to Swarthmore, and a Post Office and Adams Express Office of the same name have been established there. Letters and packages sent to the College will, therefore, bear that direction."

One item in the report of the next year reflects the bucolic character of the era:² "Sheds have been provided for the horses of strangers visiting the institution; the grounds have been further improved by sodding, grading, and laying out additional walks and drives."

In 1872, it was reported:³ "The long-delayed planting of trees for the new walk and drive^[to the station] is at length undertaken, the laying out of this walk and drive will be carried on during the open weather of the coming winter." Acknowledgment was made in this report of a gift of "five thousand dollars to improve the grounds, given by the President of the Board [Samuel Willets]."⁴ The new walk⁵ was duly completed in 1873; and the next year, a substantial addition to the campus was made by the purchase of ninety-three acres of land known as the West Farm, or the Westdale Tract.⁵ This purchase was of great importance; for it not only enabled the college to "control the neighborhood of the station on the Rail-road,"⁶ but it brought to the campus the historic West House, the

1 - Stockholders' Minutes, 1870, p. 7.

2 - Ibid, 1871, p. 40.

3 - Ibid, 1872, p. 42.

4 - Cf. infra, p. 43.

5 - Stockholders' Minutes, 1874, pp. 41, 43, 51-2.

6 - In 1876-77, "a new and commodious station" was built on land leased by the college to the railroad.

birth-place of Benjamin West. The sum of \$26,000 was paid for this farm, and for repairing the house and fitting it up as the residence of two professors.¹

It was not so much the historic and artistic interest which appealed to the board - at least ~~as~~ far as appears from the report - as it was the ultimate material advantages of the house and the farm. In the report of 1876, the latter was emphasized as follows:²

"During the present year the large farm of the West-Dale property has been kept under excellent cultivation. This has been done at considerable expense, for which the crops of the present year could not be expected to make an adequate return."³ [Insert p. 2¹]

The next year, the report reads: "Outside improvements have not been lost sight of during the past year. The new Station on the Railroad has been completed, old buildings have been removed, and the long delayed planting of trees upon the lawn has received proper attention. The farm also, has been much improved, and the crops raised have been sufficient to cover the expense thus incurred."

The Benjamin West House had been separated from the college campus by the Chester Road, which ran straight down from what is now Cedar Lane, to the west of the West House, and to the railroad station. In 1878, the board reported:⁴ "By a change in the direction of the road in front of the College, a great improvement will be made in the appearance of the grounds." This change was made by removing the Chester Road to its present location west of the West House; and the next year, the board reported:⁵ "The change in the location of the road has now been made, and the new road is open to the public. During the coming summer the old road, now vacated, will be graded down and included in the lawn, which will greatly improve the appearance of the grounds."

Just beside the West House (on the south-east) was a fine spring; and it is probably to its enlargement that the report of 1879 refers as follows: "An increased supply of water has been obtained by digging a large well near the College, and also by constructing

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- Ibid, 1875, p. 50. *Stockholders' Minutes*
 - Ibid, 1876, p. 50.
 - Ibid, 1877, p. 54
 - Ibid, 1878, p. 50.
 - Ibid, 1879, pp. 49 - 50.

a new reservoir near the railroad, from which an additional supply of pure spring water can be obtained when required." The site of this reservoir and one source of its water were probably near the group of willow trees and their springs, which formed a long-continued beauty spot upon the south-east campus.

The catalogue of 1879-80 contained the first description of the campus, which was as follows: "The College property contains 240 acres, of which about one-half is devoted to the farm, and the remainder consists of lawn and pleasure grounds. Crum Creek, which forms the west boundary of the property, furnishes excellent facilities for boating, bathing, and skating."

The acquisition of the West Farm enabled other improvements in the grounds to be made, as was reported in 1880: "A new entrance to the grounds has been laid out, leading past the West mansion, and a double row of trees planted on each side of it. More than two hundred trees have been planted upon the grounds during the year, including two rows along the public highway throughout the extent of the College property. A new approach to the College on the North has also been made, connecting directly with the new road to the ~~West~~^{East} opened last year. Much expense has necessarily attended these improvements, part of which was met by the current receipts of the College, but the necessary funds have been chiefly furnished by one to whom the College is already very largely indebted for his generous aid and assistance in the past."

At the same time, the board notified the stockholders that it would ask for authority, "after the expiration of three months, to purchase a lot of fourteen and a half acres of land, known as the Harper Lot, and adjoining the grounds of Swarthmore College."

The Great Fire occurred in September, 1881, but in December of that year, the board reported the following addition to the campus: "New water works have recently

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- Ibid, 1880, p. 57.
 - Ibid, 1880, p. 57.
 - Ibid, 1881, p. 17.

(Campus)

3-1

been erected through the generosity of two of our friends. For this purpose several acres of land were purchased on the west side of Crum Creek, from which we obtain a fine stream of never-failing spring water, which is to be forced to the top of the college by a Turbine wheel, designed and constructed by one of our own graduates of the Scientific Department. This will supply at the highest point in the building fifty thousand gallons of water per day, a quantity which far exceeds the largest demand ever made for college uses." [Insert p. 3 ^{last}].

(The Campus)

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Although the Fire was a heavy blow, and necessitated concentration upon re-
storing the main building, the campus was not neglected; for, in 1882, the board stated:
"The new water-works referred to last year, are now completed, and are supplying the tanks
daily with about 40,000 gallons, being an excess over the united capacity of the tanks
of 12,000 gallons. The waste pipes and sewer are thus kept thoroughly flushed, and the
healthfulness of the College greatly promoted. The grounds immediately adjacent to the
College have been carefully regraded and sodded, the asphaltum walks repaired and new ones
added; in short, all traces of the recent destruction completely removed."

Besides other improvements on the campus, the board reported in 1883 a further
proposed purchase of tairty-five acres of land: "The Farm, which has been greatly im-
proved during the past few years, is now among the best in this section of the country.
The grounds in front of and around the College Building have never looked so promising
as at the present time; most of the trees are growing finely and the walks are nearly
all laid with asphaltum, thus affording ample room for the students for recreation, there
being nearly one mile of good dry walks around the building."

"When the present site of the College was purchased, an adjoining property
(about 35 acres, known as the Ingersoll property) [35 acres and 31 perches, situated
between the western boundary of the campus and Crum Creek] could not be obtained. As
it had the right of way through the centre of the College grounds and being immediately
adjoining the College buildings, the Board has always desired to secure it at a reasonable
price. Such an opportunity has occurred, and it only remains for the Stockholders to
confirm its purchase in the manner directed by the constitution."

The stockholders voted, by 2648 votes to none, that the Ingersoll Tract should
be purchased; at the same meeting, by a vote of 1281 to none, that the Harper Lot,
held by Emmor Roberts and Daniel Underhill, situated and adjoining the grounds of the
College on the South, and containing fourteen acres and forty perches", should also be
purchased. With the ninety-four acres acquired before the college opened, these several

1 - Ibid, 1882, p. 64.
2 - Ibid, 1883, p. 22

3- It was said, in 1882-83, to provide milk and
vegetables for the students - as well as feed
for the horses, cattle and chickens. (The Farm)

*345.
The stone and some of the farm buildings, all constructed of stone, were referred to in 1880-81; the barn had been built in 1872 (see supra, p. 112) and the farm's home in it*

urchases in 1874, 1881 and 1883, amounted to about 240 acres, which formed a large and varied campus.

The West Farm was reported in 1884 as being "in an improving condition"; it supplies the College with plenty of good milk and some vegetables. During the past summer a large cellar was built under the bridgeway, at the barn, in which vegetables will be stored and delivered to the College as needed for ^{use.} ~~use~~ " ¹

² More land as a source of water-supply was needed, and the board reported in 1887: "The College obtains almost all of its supply of water from the property known as Strath Haven Dam, including three acres, together with its water privileges, which property is leased from Isaac H. Clothier, with the option of purchasing it at the end of the lease, which expires Fifth month 3d, 1889. As this property is indispensable to the College, the Board desire to give notice that it is the intention of the authorities to make application at the next meeting of the Stockholders for authority to purchase the same." ³

The board reported in 1888 on this proposal as follows: "The Stockholders at their last meeting, approved of a stock vote being taken for the purchase of the Strath-Haven Mill property now leased from Isaac H. Clothier, upon which the water works of the College are situated.

"The Board recommends that in place of this the Stockholders approve of the purchase of the entire property, about thirty-five acres, including all water rights, for fourteen thousand (\$14,000) dollars, and that notice be given that a stock vote will be taken on the subject at a special meeting to be held in Philadelphia on Third month 12th, 1889."

⁴ The stockholders thereupon resolved "That it is inexpedient at this time to take a stock vote on the purchase of the 'Strath Haven Mill property,' as the notice for said vote did not cover the entire tract of land the College wishes to purchase. . .

"That notice be given to each Stockholder that, in pursuance of our Constitution,

- Ibid., 1884, p. 20

- Ibid., 1888, p. 6. [Insert p. 5¹, note 3]

2 - Ibid., 1887, p. 17

4 - Ibid., 1888, p. 3.

a vote will be taken at a special meeting to be held at this place, the 12th of the 3rd month, 1889, to purchase from Isaac H. Clothier the tract of land purchased by him from William I. Leiper by deed dated Fourth month 19th, 1881, and known as the 'Strath Haven Mill property' for the sum of fourteen thousand dollars."

1

The next year, the report was made: "The 'Strath-Haven Mill property' has been purchased by the College, subject to a mortgage of ten thousand (10,000) dollars. . .

"The farm continues under the same satisfactory management as heretofore. The condition thereof improves year by year, while it contributes in no small degree to the material comfort of the College."

2

The following encouraging report was made in 1890: "The usual complete renovation was given the building and extended to the grounds during the past summer. *The farm continues to supply the College with an abundance of milk, vegetables and poultry. But notice* but notice of a proposed sale of some of the campus was given at the same time as follows: "Authority will be asked of the stockholders to give the Board of Managers the right to dispose of so much of the property of the corporation as is bounded by the railroad on the north, Springfield or Chester road on the west, and grounds of the Swarthmore Improvement Company and others on the south and east - which includes all of the property of the College lying south of the railroad and east of the Chester or Springfield road - upon such terms, conditions and restrictions as the Board shall by resolution approve ."

In accordance with this notice, a stock vote was taken at the stockholders' meeting in December, 1891, ⁴ which resulted in 12,674 shares (out of the total issue of 20,000 shares) being cast in favor of and none against the sale of the land in question, namely, about twenty-six acres lying "south of the line of ground in possession of the Philadelphia and West Chester Railroad (via Media) and east of the middle of Springfield Avenue or Chester Road."

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- Ibid, 1889, p. 14
 - Ibid, 1890, p. 16.
 - Ibid, 1890, p. 18.
 - Ibid, p. 28.

1891,

347.

The next year, the board reported that this land had been sold for \$25,000, part¹ in cash and part on mortgage. It was upon this land that the business center of the borough of Swarthmore was built.

The Depression of 1893, and a demand for land to be used for a preparatory school,² caused the board to request authority to sell more land south of the railroad. This request was granted at a meeting of the stockholders on March 10, 1896, and the board thereupon sold one and one-fifth acres to Arthur H. Tomlinson, who erected during the following³ summer, at a cost of \$25,000, a building for his College Preparatory School. The land⁴ thus sold is described as follows: "Beginning at a stone at the N. W. corner of the intersection of Chester Road and Harvard Avenue and extending northwardly along the westwardly side of said Chester Road N. 9° 33' E. 300 feet, thence N. 89° 59' W. 180 feet, thence . 9° 33' W. 300 feet, thence S. 89° 59' E. 180 feet to the place of beginning."

In 1899, Arthur H. Tomlinson made another bid for land adjoining his school lot;⁵ and following a stockholders' vote of December 4, 1900, the board sold him acres for \$2,100.

One more sale of land occurred before 1902, namely, "a strip of land on the south side of Crum Creek, approximately 25 x 100 feet, for the sum of \$500. This was sold in 1901 to the Philadelphia, Morton and Swarthmore Street Railway Company, which desired⁶ to extend its line to Media.

1 - Ibid, 1892, p. 14.
2 - Ibid, 1895, p. 33.
3 - Ibid, 1896, p. 16.
4 - Ibid, 1895, p. 33.
5 - Ibid, 1900, p.
6 - Ibid, 1901, pp. 28 - 29.

Chapter XXIV.

The BUILDINGS

The First Buildings, 1869-1882 before the Fire (1881)

When the college opened its doors in 1869, there had been erected only three buildings, namely, Parrish Hall, the Laundry and Boiler Building, and the bakery and servants' quarters. The names given to the first of these were "The College Building", "The Main Building", and "Swarthmore College", until ⁱⁿ 1902 it was given the name of Parrish Hall, in honor of the first president, Dr. Edward Parrish. Its building-cost had been \$204,475.41. ↗

The Laundry Building was built of stone, in the rear of Parrish Hall, for \$4,000, and contained besides the laundry a boiler-house (with Root Sectional Safety Boilers for heating and cooking purposes). *A separate, wooden building between the first two contained a bakery, and the servants' rooms.*

At the stockholders' meeting in 1869, the household committee of the board reported that it had furnished Parrish Hall, for ^d dormitories, dining-room, kitchen, class-rooms, library, offices, etc., at a cost of \$22,576.51. ¹

The improvements reported by the board in 1871 were as follows: ² "All the buildings have been repainted outside; several of the large chambers have been divided, the better to adapt them to the uses for which they were designed; additional chambers have been fitted up and furnished in the west wing to accommodate the increased number of students; permanent seats, of the best construction, have been provided for the general study room; the two large front rooms on the second floor have been handsomely furnished and lighted for the accommodation of the College classes; slates have been substituted for blackboards in many of the class-rooms."

The next building after Parrish Hall and the Laundry was the Barn. At the meeting of the stockholders in 1871, the board recommended the building of a barn, and reported that it was "the opinion of the Superintendent and of the Farmer that the want of suitable accommodations in this respect has entailed a considerable loss upon the institution

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- Minutes, 1869, p. 7.
 - Ibid, 1871, p. 40.

during the past year." Six of those present at the meeting responded to this appeal by subscribing \$375. for the purpose.¹ A year later, the board reported that the barn had been built;² but it evidently proved inadequate, for in 1879 the board reported that "a large barn has been erected during the past summer, at a cost of about \$5000." This sum, it was stated, "was not taken from the College funds, but generously subscribed by a few interested friends."³

~~The next building, reported in 1872 as being in process of construction and to be ready in 1873, was the "Physical Laboratory"; but this report was evidently premature, for in 1879 the board stated: "We have not yet been able to open the Physical Laboratory, which the Managers have so long had in contemplation." And, indeed, it was not until 1882 that the "Science Building" was erected.~~⁴

Two other improvements reported in 1872 were the substitution of "a fire-proof construction for the wooden building [containing the bakery and the servants' quarters] between the College and the Laundry, and "the preparation and furnishing of several chambers for the accommodation of the increased number of students in the west end of the College."⁶

The report of 1873 included "a new farm-house in process of erection", and the following improvements:⁷ "The painting and varnishing many of the rooms and halls, and furnishing for the increased number of students, occupied much of the summer vacation; heat has been introduced into the north chambers in the west end of the College, to render them equally comfortable and desirable with those on the south side of the building; new water-works have been completed, by which an ample supply of water from a fine spring south of the College is obtained, thus preventing the recurrence of the imperfect supply of last year; and a new farm-house is in process of erection. "

The new farm-house was built to the south of the railroad, and probably took the place of a farm-house on the West Farm to the east of Chester Road. The students

1 - ~~Stockholders' Minutes~~, 1871, pp. 34 - 35, 40. The subscribers were; Elwood Burdsall and Daniel Underhill (\$100 each), Hugh McIlvain, Edmund Webster and Isaac Stephens (\$50 each), and Elizabeth W. Parrish (\$25).

2 - Ibid, 1872, p. 42.

3 - Ibid, 1879, p. 49.

4 - Ibid, 1871, p. 40-41. 5 - Ibid, 1879, p. 48.

6 - Ibid, 1872, p. 42.

7 - Ibid. 1873. p. 52.

farmer having been provided with housing, the President was next given consideration. A report of December, 1874¹ stated: "The farm house, referred to last year, has been finished, and is now occupied by our farmer. A house for the President was commenced in the summer, and is now nearly completed. This will give room for several more students in the west end of the college."

The professors' turn came next, and was met (in 1875) by the purchase of the West House and the fitting of it up for "two of our Professors."² [insert p. 31-33 p. 1875, At the same time] the Board reported:³ "About \$800 have also been expended in the improvements of the farm. The President's house has been completed, and is now occupied by his family. About \$11,000 have been expended in the erection of this house and the laying out of the adjacent grounds. New sewer works have been constructed during the year, and are now in successful operation, furnishing the College with gas fully equal to that of any of our cities; these works, and the ranges in the college needed in consequence, required the expenditure of about \$11,000. During the past summer vacation the oiling, painting, carpeting, and additional furnishing of the college, cost about \$4000. The changes in, and additions to the library, already referred to, including the fitting up of the students' library, have cost over \$1000. It will thus be seen that during the past year large sums have been expended in what may be regarded as permanent improvements of the College property. We have been enabled to make a large outlay principally through the liberality of interested friends, who have always been prompt and ready in time of need."

⁴ "The Main Building" was not mentioned again until 1879, when it was described as "a massive stone structure 348 feet long and four stories high, which contains the living rooms of the Students and Instructors, and the Lecture and Recitation rooms. It is heated throughout by steam, and lighted by gas, and supplied with spring water, and bath rooms on every floor."

The next year, the buildings (in addition to the Main Building and the Laundry)

¹ Ibid, 1874, p. 51.
² Professors Beardsley and Appleton.
³ Stockholders' Minutes, 1875, p. 50.
⁴ Catalogue, 1879 - 80, p. 30.

by resolution: "Resolved, that [the 1885 report p. 14] (Buildings) - 4 -"

¹ are named as follows: "The Gymnasium, a frame building, 80 x 40, contains also temporarily the Mechanical Laboratory and the Draughting Room of the Engineering Department.

"A commodious stone Meeting House, at a convenient distance, has recently been built through the generous liberality of a member of the Board of Managers.

"The other buildings are the President's House, the West House (the birth-place of Benjamin West, and now used as a Professor's residence), the Farmer's House, and commodious farm buildings, all constructed of stone.

~~"The erection of an additional building for the better accommodation of the scientific and practical work of the College is in contemplation, and it will be completed on an early day. It will contain all the laboratories and lecture rooms needed, each fitted up in the most approved manner for its special use."~~

Of the "Main Building" itself, the report stated: "Considerable expense has been incurred upon the building itself, it having been almost entirely newly roofed, and all the rooms in the East end were thoroughly painted during the summer vacation."

The Buildings after the Fire

In 1881, the "main building" was destroyed by fire, but the other five buildings escaped uninjured; and a "Scientific Building" was erected during 1881-82. By September, 1882, also, the "Principal College Building" was rebuilt and ready for use. The new building was almost identical with the old, as evidenced by the following description: "The Principal College Building is a massive stone structure 348 feet long. It consists of a center building four stories high, containing public rooms such as Lecture Rooms, Museum, Library, Reading Room, Parlors, Dining Hall, etc. Fire proof compartments separate this building from the two wings. These latter are each three stories high. The ground floors are devoted to lecture and recitation rooms; the remaining floors in the East Wing contain the dormitories of the young women, and in the West Wing, those of the young men. . . . The buildings are heated throughout by steam, lighted by gas, and thoroughly ventilated. . . ."

- Ibid, 1880 - 81, p. 26; (infra, pp.)
- Ibid, 1881 - 82, pp. 27 - 30 (infra, pp.).

Ibid, 1882-83, pp. 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64. The board published a "Circular" soon after the fire in 1881, describing the building which was destroyed and other particulars relating to the college and its work; this was included with the Stockholders' Minute of December, 1881, pp. 3-6. In its report to the meeting, the board stated that it had adopted the following:

the board stated that it had adopted the following:

League,

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"While the work of instruction has been progressing steadily, and the College, in this respect, was never in a more promising and healthful condition, the subject of paramount interest and importance to the stockholders and friends of the College at this time must necessarily be, the restoration of the College buildings which has been accomplished since the last report. A large Committee of the Board of Managers was entrusted with this important service, with power to proceed as rapidly as possible with completeness and thoroughness, towards its early accomplishment. Suggestions were solicited from various sources, especially from those who had been actively engaged in the work of the College. These suggestions were carefully compared and collated, and where they commended themselves to the judgment of the Committee, adopted. The result is seen before us to-day in a building admirably adapted to the various educational purposes for which it was intended. The object in view in the construction of every part has been fitness for the end for which it was designed, together with durability as well as security from fire.

"The drainage, the ventilation, the heat, the light, and the water supply have been made the best and most complete that modern science can supply. While economy has been carefully studied, it has not been forgotten that the wise expenditure of large sums in permanent improvements is far more judicious than ^π frittering away our resources by temporary contrivances, which may save hundreds of dollars this year, and entail an expense of thousands in early changes and constant repairs. To any one visiting and ^x examining the College as it stands to-day, stability and permanence, as well as eminent fitness, impress themselves upon the mind on every hand." [insert $\frac{5}{1} \cdot \frac{1-4}{1}$]

The laundry had its turn in 1883, the board reporting: "In the Laundry great improvements have been made during the past year. Several important inventions in machinery have been introduced, such as the hot steel mangle-iron, centrifugal wringer, etc., all of which promise to make a great saving of labor." The next year, the board reported the enlargement and further equipment of the laundry building as follows: "The crowded condition

- Ibid., 1883, p. 22.

- Ibid., 1884, pp. 20 - 21.

The Laundry, has been relieved by raising it one story, thus making twelve airy rooms for servants on the third floor, and furnishing room for a commodious sorting and mending room on the second floor, which is connected with the ironing room by an elevator. A new complete Washer has been added to the machinery, and the capacity of the drying frames increased. The total cost of these was \$5,600."

The "Boiler House", also a stone house, was separated from the laundry and bakery in 1883, and equipped with sectional boilers for heating and cooking purposes. ~~[Smart p. 6]~~

An astronomical observatory was erected in 1886-87, which included a home for the professor of mathematics and astronomy. ¹ [Smart p. 6^a]

A sanitary renovation and extension was provided for the west end of the main building (the boys' dormitories), in 1889; ² and the next year, the board reported: ³ "The arrangement of rooms for the current year, by which Seniors and Juniors may have each a room, or two may combine using one room for study-parlor and the other for bed-room, gives great satisfaction to the students thus privileged, and is conducive to health, comfort and scholarship. The one drawback to the complete satisfaction in this arrangement is the fact that the larger part of the students ^e are not thus situated. This points to a growing necessity for additional dormitories. The best results from students can only be secured by allowing them space and opportunity for secluded work, removing the disadvantages that are inevitable in the constant close contact with others." ⁴

~~At the same time, the board made an appeal for a separate gymnasium for the girls, which was erected in 1894; and this was no sooner acquired than a new gymnasium was demanded for the boys, - a demand which was supplied in 1899. ⁵ [Smart p. 6^b]~~

~~While the Depression held up the erection of more buildings, the improvement of the~~

Infra, p. Stockholders' Minutes, 1889, p. 14.

Ibid, 1890, pp. 15 - 16.

~~Infra~~, p. ~~Infra~~, p.

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This action was made possible by the abolition of the preparatory school. The exclusion of the preparatory pupils from the study-room made it possible for students to use it for a reading-room and reference shelves. At the same time, the Somerville Room on the third floor was enlarged by taking down its east partition separating it from a hall-way.

~~Insert~~

(Buildings)

- 7 -

~~ting once was promoted in various ways; for example: "During the summer recess of
a new heating system for the Main Building was installed. It consists of two 72-inch
at the extreme ends of the building, which force the air over coils of steam pipe, and
ugh conduits, accurately graduated in size, to the various rooms, insuring proper heat
adequate ventilation."~~

~~attached. In the summer of the next year "a filter plant was erected for the purification
the general water supply of the college. Its efficiency has been demonstrated, and it~~

~~added greatly to the comfort of the college family. The walls of the Assembly Room and
r principal rooms were painted, an improvement long needed and now much appreciated."~~

2 ~~Insert~~

Finally, in the summer of 1901, the report stated: "The improvements to the property
during the summer vacation have been many and excellent. First in importance is the
argement of the meeting house by the addition of two new wings, which not only increases
seating capacity one half, but adds greatly to the appearance of the building. This
ition we were enabled to make through the generosity of Joseph Wharton, who contributed
necessary funds. The farm house was also enlarged and thoroughly repaired, and the sew-
system of the College rearranged and improved. All needful painting of the buildings
been attended to; also care given to the walks, roads and grounds generally, all of which
tributes to keeping the property in good condition."

Although a dozen college buildings had been erected during the first generation,
last president of the era in his last report pointed to the ever-growing need for more,
essing chiefly the need for dormitories. He wrote as follows: "No consideration of pres-
conditions or of recent progress can be complete without reference to the needs of the
titution which such a consideration necessarily emphasizes. In my annual reports I have
satedly urged the need of adequate provision for our library and of better provision for
laboratories, particularly for the laboratory of Biology. The problem of better dormitory
ommodation has been pressing upon us, but I had hoped that the library question might first

Catalogue, 1898-99, p. 18.

2 - Stockholders' Minutes, 1899, p. 21.

Ibid, 1901, p. 21.

4 - Ibid, 1901, pp. 26-27.

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e solved. With each new year, however, the inadequacy of our dormitories is brought
ore urgently to attention. We have unquestionably been losing desirable students be-
ause we cannot supply the sort of dormitory accommodations which modern requirements de-
and. The essential difficulty lies in the fact that we are requiring students during
e first two years of their college life to lodge and study, two students in a single
oom, a system which does not obtain in any of our better institutions and which cannot
e justified upon sound considerations of health and comfort. The problem here presented
s one of considerable magnitude and I respectfully urge it upon your attention."

¹
The stockholders endorsed this need as follows: "A general discussion was had of
hat portion of the President's Report referring to needed dormitory accommodation. The
entiment was unanimous that such need exists and that it should be supplied as speedily
s possible. The concern was also freely expressed that some system of scale of prices,
ased upon the choice of Accommodations should be inaugurated."

Consideration of both of these matters was specially referred to the attention
f the incoming Board."

1 - Ibid, 1901, p. 28.

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THE GYMNASIUMS

In the first year that the college opened, the board reported to the stockholders at "the necessity of a gymnasium for boys has been very apparent, especially on those days when the weather or the softness of the grounds around the building [Parrish Hall] have prevented the usual out-door sports. So large a number of young men and boys should not be kept without abundant means of physical exercise. A few hundred dollars would enable us to put up a temporary gymnasium at once, and it would be highly appreciated by the students."

The first catalogue contained the statement: "Regular daily exercise in the open air is encouraged, and the extensive play grounds connected with the College afford a great facility for this. A large room [in Parrish Hall,] appropriated for the exclusive use of the girls as a play room for light gymnastics, and it is in contemplation to erect a complete and well appointed gymnasium for the boys." At the board was obliged to report, in December, 1870: "We have still to regret the want of a gymnasium for the boys. This has been postponed for want of the requisite funds, notwithstanding some special subscriptions for the purpose. In asking the Stockholders to provide the means for this building, we feel that a gymnasium is scarcely less a pressing necessity in a large school than any of the ordinary provisions for intellectual training." In response to this appeal, the meeting inquired how much money was needed for the purpose; and when told that it was \$4,000, nineteen of those present subscribed \$4,050. The catalogue for 1870-71 accordingly stated that "a spacious and well-appointed gymnasium for the boys will be completed before the close of the present school year." And at the stockholders' meeting in December, 1871, the board gladly reported: "A gymnasium having been erected, a Professor of Gymnastics from Philadelphia is regularly employed to train the

- Stockholders' Minutes, 1869, p. 9. 2 - ~~Ibid~~, 1869-70, p. 30.
- ~~Ibid~~, 1870, p. 13. The subscribers were: Edward Hoopes, Barton Hoopes, Samuel Willets, William H. Macy (\$500 each); Robert, William C., and Clement M. Biddle, and Daniel Underhill (\$250 each); Lucretia Mott, Dillwyn Parrish, Hugh McIlvain, Edwood Burdsall, Isaac Stephens, Edward Taylor, Joseph Matthews, Lydia H. Hall, Cornelia A. Willets, and Henry T. Willets (\$100 each); and Susan M. Parrish (\$50).
- P. 25.
- ~~Ibid~~, 1871, P. 39.

The Fire, 1881

At a special meeting of the Stockholders of Swarthmore College, held at Race Street Meeting-house, Philadelphia, 10th month 25th, 1881, in pursuance of a call signed by twenty stockholders, and dated 10th month 7th, 1881, for the transaction of such business may be presented:-

The following communication with reference to the total destruction of the college building by fire, on the night of the 25th of Ninth month, and the action necessary for the rebuilding of the same, was received from the Board of Managers.

TO THE STOCKHOLDERS OF SWARTHMORE COLLEGE

The Managers have called this special meeting of the Stockholders to report to them officially the circumstances attending the recent destruction of our main college building by fire, and the present condition and the future prospects of the college.

A few minutes before 11 o'clock, on the night of the 25th of the 9th month, an explosion occurred in the upper story of the main building, then used as a Geological Museum, and in a few minutes the roof of this portion of the college was in flames. The cause of the fire is unknown.

The authorities were quickly at hand, and, with the aid of the students, efforts were made to confine the fire to the centre building. This was soon found impossible so far as the east wing was concerned, as the wind was from the west, and the flames and sparks were carried in that direction.

It was hoped that the west wing could be saved, but after a fruitless attempt to stop the flames in the centre building, the attention of the authorities was turned to saving the lives of the inmates, none of whom occupied the centre building, the dormitories being situated in the wings. Every room was visited and the inmates were directed to leave the building. There was no panic, and almost no confusion. The numerous and

Stockholders Minutes, 1881, pp. 7-10, 17-18.

cellently arranged stairways contributed much to this end. The safety of the students being secured, efforts were made to save as much of the contents of the college as possible. When the fire broke out in the museum, nothing in it was saved. The library, on the second floor of the centre building was also inaccessible from the great heat, and was totally destroyed. In the west wing much of the property of the students was saved, as well as some belonging to the college, but in the east wing, where the fire spread more rapidly, comparatively little could be removed. Soon after one o'clock, a.m., the constant falling of the cornice rendered it unsafe to venture again into the building. By four o'clock, a.m., the building and its contents were totally destroyed. The night was unusually mild, and many preferred to spend it, with the property they had saved, in front of the burning building, while others were sheltered in the neighboring houses. The Laundry was saved, as the fire of connection checked the progress of the flames. The Gymnasium, Meetinghouse, and the offices of the President and Professors were saved. The neighbors came from miles around, and very kindly offered assistance of every kind. Among these, our neighbor Theodore Hyatt, of the Military Academy at Chester, very kindly offered to furnish the morning meal for the college family, and it was promptly served at 7 o'clock a.m., upon the lawn. The managers were summoned by telegraph and an informal meeting was held in the Meeting-house before noon, at which it was resolved to continue the college with as little interruption as possible, and to take immediate steps to secure suitable accommodations. A committee proceeded promptly to Media, and made arrangements to secure the Chestnut Grove House. A few days later a circular was issued to parents and guardians, inviting all the students who were away from their homes to assemble at this house, where they would be provided for until the opening.

The work of preparation was pushed rapidly forward, and an additional house, called Gayley House, was secured as lodgings for the boys. In less than two weeks after the fire the college classes were assembled in Media, at their regular work. The students of the Preparatory School were notified to return a few days later.

On the night of the fire there were 218 students, of these 215 have returned, and there have been five new admissions, making the present number even greater than before. 359.

consequence of the limited accommodations the Managers have deemed it best not to admit more students for the present. In consequence of this decision a number of applications, of late, have been declined.

Further accounts as to the running of the college in its new quarters will be submitted at the annual meeting. The following statement of the financial situation is submitted:

The insurances were as follows:

centre building,	\$35,000
east wing,	32 500
west wing,	32 500
	<hr/>
Total on building.	<u><u>.\$100 000</u></u>
furniture,	\$19 000
museum,	8 000
library,	2 000
philosophical apparatus,	1 000
	<hr/>
	<u><u>\$30 000</u></u>

The companies have agreed to pay the full amount on the building, and the remainder in process of adjustment. The cost of rebuilding will probably be not less than 74,000.

The loss on furniture, library, &c., can scarcely be estimated with accuracy, but must be very considerable. Then the additional expenses growing out of the fire, rent of uses, renewal of supplies, incidentals, &c., &c., will cause the business of the present year to show a heavy deficit. The aggregate loss cannot be estimated at less than \$100,000, and will probably exceed that sum.

An appeal for assistance has been issued by a committee of the Board, and about 3,500 have been thus far subscribed and contributed.

To place the college on a safe basis, it is desirable that the full amount of

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ock unissued, about \$160,000, should now be placed, but in any event, at least the sum \$100,000 should be promptly raised to make good the actual loss. As Swarthmore has not d the aid of a liberal endowment fund, it has been barely self-sustaining, and it cannot ntinue as heretofore unless the entire loss is covered.

The managers recommend that a committee of stockholders be appointed to take in nd the matter of further subscriptions, in order that their great work of reconstruction d restoration may be speedily prosecuted.

Meantime the plans for rebuilding have been carefully considered by a committee of e Board, and the work of clearing away the debris has already commenced.

On behalf of the Board,

M. FISHER LONGSTRETH,
Secretary.

nth Mo. 25th, 1881.

The report was read, and in accordance with the recommendation therein contained, e following named Friends were appointed a committee (with full power to add to their num- er) to adopt such measures as shall, in their judgment, seem best, to raise funds by sub- scriptions and donations, for the re-erection of Swarthmore College, and report at the annual eting of the stockholders to be held in the Twelfth month:

L
DILWYN PARRISH,
CLEMENT BIDDLE,
DANIEL UNDERHILL,
ROBERT WILLETS,
THOMAS WOODNUTT,
EDMUND WEBSTER,
PHEBE W. FOULKE,
ISAAC STEPHENS,
I. REECE LEWIS,
MARK DODGSON,

ELI M. LAMB,
HELEN S. COMLY,
HERMAN HOOPES,
LYDIA H. HALL,
THOMAS FOULKE,
HANNAH W. HAYDOCK,
CAROLINE M. REEVES,
ROBERT HAYDOCK,
HENRY M. LAING,
BENJAMIN HL MILLER.

After a general interchange of views on the best method of rebuilding and secur- ing sufficient funds to place our finances on a more solid foundation, the meeting adjourned.

GEORGE W. HANCOCK,
MATILDA GARRIGUES,

Clerks.

From the Minutes of the Stockholders' meeting, 12th month 6th, 1886, pp. 17-18.

- 5 -

--- In conclusion, disheartening though the great loss of our college building seemed first, our appeal for funds to rebuild has been, and is being so generously met, that we have reasonable grounds for hope that Swarthmore, before another year has passed, will be placed upon a more solid and enduring basis than before. Animated by this hope let us go forward and make the institution more and more worthy to hold the place of the leading educational institution of the Religious Society of Friends.

The following resolutions have been adopted by the Board of Managers:

RESOLVED, That in the judgment of this Board, it is not expedient at this time to erect a separate building for either boys' Dormitories or Preparatory School.

RESOLVED, That in the judgment of this Board, the main building of Swarthmore College should be reconstructed in such manner as to allow of the utilization of the fourth story for dormitories or otherwise, as the Re-building Committee may deem expedient.

M. FISHER LONGSTRETH,
Secretary

[insert p. 5¹.]

President Magill wrote of "The Great Fire" as follows:¹

[insert pp. 6-10]

[This note is at the bottom of p. 6.]

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THE GREAT FIRE.~~September 25, 1881.~~*

" The previous chapter closed with an account of the work and condition of the College in its twelfth year (1880-81), during which the elimination of the Preparatory School began by the omission of the lowest class. Notwithstanding this omission, the number of students continued the same as the previous year (266), being the largest number thus far reached in the history of the College. During the summer which followed the Commencement of '81, an unusual amount of repairs and slight improvements was accomplished, including a general painting of the College anew, within and without.

P^{re} The subject of the need of a new Science Building continued to be actively considered, and early in the vacation Professor Beardsley, of the Engineering Department, visited Samuel Willets, in New York, and presented the great need of the College in this respect, receiving from him the promise to give \$10,000 toward the building proposed. The Professor felt that \$35,000 would be needed to carry out the plans which he proposed, and next visited Joseph Wharton, who offered to give what Samuel Willets would, but no more. Later the plans were so modified as to bring the price down to \$25,000, when Joseph Wharton agreed to give the same as Samuel Willets, - \$10,000 for the building, and add the \$5,000 necessary for its equipment. P^{re} It was therefore under very encouraging auspices that the students were assembled at the usual time, early in the Ninth month. Soon after the re-opening, on Seventh-day, the 24th, a committee of the Managers met at the College to locate and lay out the new Science building. The ground was chosen west of the main building, between the College and the President's house, the east wall of the new building to be only about twenty-five feet from the west wall of the College. Some one objected to this locality as being too near the College in case of fire, as both buildings would be liable to be destroyed in case of the destruction of either. A highly

← An account written by Dr. Edward Hicks Magill for The Halcyon, 1900, pp. 12 - 16.

[This note is for p. 5.]

esteemed Manager, of excellent judgment and large business experience, remarked that he would not be afraid to assume the personal responsibility of the loss of the College by fire. The location was accordingly approved, and the stakes were set. The next afternoon (First-day), the President noticed, especially, the beautiful landscape in front, and the newly-painted College, so well equipped within and without for its work, as he rode out on horseback to visit his good friend, and the good friend of the College, Isaac H. Clothier, of the Board of Managers, who then resided at Sharon Hill, but four miles away. Their conversation is well remembered, after the lapse of more than seventeen years, and they both felt that the prospects of the College were never so bright as on that beautiful autumn day. ^PAt or near 11 P.M. the President passed the front door of the College on his return, and found there our most faithful watchman, William Mullen, who, as often before, accompanied the President to his stable, and at once returned to the College. A few minutes later a loud explosion was heard, and looking from his chamber window the President saw a long column of fire shooting out of the west side of the dome. His first thought was, it is above the level of the great tank, and we have no appliances for forcing water above that level. Of course it was soon found that the College was doomed, for although the wings were separated from the main building by fire-proof connections, the separating walls did not rise sufficiently high to prevent the fire from spreading, and the roof being of combustible material it was not long before it was in flames throughout the entire extent. ^PThe students were aroused with difficulty at that dead hour of the night, but they were all rescued without a single accident. The young men soon, of themselves, formed a line, passing down the larger or southwest stairway, and up the smaller in the northwest, thus saving most of their effects, and some of the College furniture, including all the mattresses of the west end, which they threw out the windows, and which furnished fairly comfortable lodging on the front lawn later in the night, after the excitement and highest glare of the fire had somewhat subsided. The young women fared worse, and their trunks and clothing were very generally destroyed. There being six stairways from the top to the bottom of the College, escape was not difficult although at that time there were no

outside fire escapes. ^{PP} Fire companies from Philadelphia were sent for promptly by telegraph, but when they arrived, about 4 A.M., the building was a mass of smouldering ruins. ^[front corner 8-1] Friends' Historical Library, in the west alcove room, second floor, and a Professor's room above it, were saved by the fire-proof ceilings. In the Historical Library the heat was so great that a bust of Lucretia Mott was calcined, one of Elias Hicks much defaced, and a picture of Elias Hicks and one of George Fox were entirely destroyed. Except these two rooms in the west alcove, the main building and wings were totally destroyed. As in the haste and confusion of the night we stumbled over the stakes for the Science building, at the west end of the College, we concluded that the new site for that building would be no longer urged; and it was not, but it was placed later where it now stands, at a safe distance from other buildings, between the main building and the Meeting House.

^U As the Laundry was saved by the fire-proof shed which united it with the main building, the College bell was struck for breakfast at the usual hour next morning, for by the kind thoughtfulness of Col. Theodore Hyatt and his son, of Chester Military Academy, who were promptly on hand, the bakeries of Chester and their own supplies were liberally drawn upon during the night, and an ample breakfast was set out on rude, improvised tables of boards and barrels, on the front lawn, at the usual hour of 7.30. When on assembling for breakfast, the roll was called, it was a great relief to find that every student responded, except a few sent away on necessary errands. ^{PP} Notice was at once given that the College would re-open in two weeks within some reasonable distance from its present location. The Managers were summoned by telegraph, and in a few hours a meeting was held in the Meeting House; and as they assembled all were impressed by the contrast of the purpose of the meeting and one which was to have been held in that place on that day, as others throughout the country, during the funeral exercises of our martyred President Garfield. A committee was appointed to proceed at once to Media and secure temporary quarters for the College, and before night the Grove House had been secured for the home, the general College exercises, and the rooms for the young women; and the Gayley House, a few squares distant, for the rooms

here is a ^{tradition} ~~report~~ that President Magill offered a public prayer of beseeching, after the roll was called and all were found to be safe. 365-

the young men. These quarters were found sufficient, though quite restricted, for all were disposed to make the best of everything in view of our great disaster. ^{When} the fire occurred, two hundred and nineteen students had arrived at the College, and two hundred and seven of these returned to our new quarters, in Media, on the re-opening. Six more were received in a few days, and then all other applicants were declined for want of room. The two weeks were very fully occupied in securing the necessary furniture, apparatus and books. A number of publishers and authors contributed liberally toward our new supply of books, both for the classes and for the library which had been totally destroyed. The Alumni, too, promptly came to the rescue and started a subscription, headed by the late J. Reese^C Lewis, of the Class of '74, for the sum of \$1,000. Officers of the First National Bank of Media, who were present at the fire, at once offered the College, without interest, a loan of all the money needed in the emergency. Among others who came to our rescue in this time of need, our friend Henry Bentley should be mentioned; ~~who~~^{he} connected with telephones (then much less used than now) the President's house with the Grove House, in Media, the students' boarding-place, and where the classes of the College were held. The Meeting House was used as a library, and the new books were then arranged upon the seats, and a messenger went daily to Swarthmore and Media, to carry and return the library books desired by the students. Four days after the fire the Managers issued a circular calling for needed aid in the reconstruction of the College. The first cost of the building lost was about \$225,000. But this was exclusive of the valuable Museum of Natural History, collected by the faithful and persevering Dr. Joseph Leidy during the previous ten years (in which he was liberally supported by the contribution of Joseph Jeanes), the entire Library, the furniture, and necessary apparatus of the Laboratory and class-rooms; so that it is safe to say that the building destroyed, with all of its contents, had cost nearly a half million of dollars, of which only \$10,000 was secured by insurance. As the exterior walls were mostly saved, the reconstruction would have cost less than the original building, but the various improvements and additions to make it better adapted to its purpose, and truly fire-proof, made a much larger expenditure necessary. ^{But} the friends of the College responded nobly and promptly to the appeal of the

Managers, and the reconstruction was commenced as soon as the walls were cooled and the insurance adjusted, the subscription papers in the meantime being industriously circulated. At length the funds were largely subscribed, but \$65,000 were yet necessary. An earnest appeal brought \$15,000 of this sum, when Samuel Willets, who had already subscribed liberally, agreed to pay one-half of the remaining \$50,000 on condition that the other half should be promptly paid. This rapidly produced the desired result, and one of the very last acts of the useful and noble life of Samuel Willets was the signing of the check for this \$25,000. It should be mentioned here that in arranging for the amount necessary for reconstruction the Managers most wisely added in the amount of a considerable mortgage which the College had carried from the beginning. Thus, when all was completed and paid for, the mortgage was extinguished, and the College out of debt. Thus, one of the objects which may be said to have been destroyed by the fire was the mortgage, which, unlike the building, has never been renewed.

The Commencement of '82 was held in the unfinished College building, the students covering the lath of the unplastered Assembly room with a tasteful arrangement of evergreens collected from the College grounds. In just one year from the destruction of the College, its re-building was sufficiently completed for the students to assemble, two weeks later than usual, on the anniversary of the fire, September 25th, to begin the work of a new College year. The number of students for this new year was 274, fifty more than were accommodated in the restricted quarters in Media, and eight more than the number of any previous year.

This paper has reached the limit of space allotted, and I will close it by a list of a voluntary committee of Alumni, who called a meeting three days after the fire to consider what action can be taken by the Alumni in connection with the sad calamity that has befallen the College: John B. Booth, President; Herman Hoopes, Chairman of Executive Committee; Caroline E. Burr, Secretary; William J. Hall, Treasurer; Abby M. Woodnutt, Ellen S. Preston."

[Add p. 11

THE BARN

At the meeting of the stockholders in 1871, the board recommended the building of a barn, and reported that it was "the opinion of the Superintendent and of the Farmer that the want of suitable accommodations in this respect has entailed a considerable loss upon the institution during the past year." Six of those present at the meeting responded to this appeal by subscribing \$375 for the purpose.¹ A year later, the board reported that the barn had been built;² but it evidently proved inadequate, for in 1879 the board reported that "a large barn has been erected during the past summer, at a cost of about \$5000." This sum, it was stated, "was not taken from the College funds, but generously subscribed by a few interested friends."³

1 - Stockholders' minutes, 1871, pp. 34-35, 40. The subscribers were: Elwood Burdsall, and Daniel Underhill (\$100 each), Hugh McIlvain, Edmund Webster and Isaac Stephens (\$50 each), and Elizabeth W. Parrish (\$25).

2 - Ibid, 1872, p. 42

3 - Ibid, 1879, p. 49.

THE GYMNASIUM

In the first year that the college opened, the board reported to the stockholders that "the necessity of a gymnasium for boys has been very apparent, especially on those days when the weather or the softness of the grounds around the building [Parrish Hall] have prevented the usual out-door sports. So large a number of young men and boys should not be kept without abundant means of physical exercise. A few hundred dollars would enable us to fit up a temporary gymnasium at once, and it would be highly appreciated by the students."¹

The first catalogue contained the statement:² "Regular daily exercise in the open air is encouraged, and the extensive play grounds connected with the College afford great facility for this. A large room [in Parrish Hall,] is appropriated for the exclusive use of the girls as a play room for light gymnastics, and it is in contemplation to erect a complete and well appointed gymnasium for the boys." But the board was obliged to report, in December, 1870: "We have still to regret the want of a gymnasium for the boys. This has been postponed for want of the requisite funds, notwithstanding some special subscriptions for the purpose. In asking the Stockholders to provide the means for this building, we feel that a gymnasium is scarcely less a pressing necessity in a large school than any of the ordinary provisions for intellectual training."

In response to this appeal, the meeting inquired how much money was needed for the purpose; and when told that it was \$4,000, nineteen of those present subscribed \$4,050.³ The catalogue for 1870-71 accordingly stated that "A spacious and well-appointed gymnasium for the boys will be completed before the close of the present school year."⁴ And at the stockholders' meeting in December, 1871, the board gladly reported:⁵ "A gymnasium having been erected,

a Professor of Gymnastics from Philadelphia is regularly employed to train the

1 - Stockholders' Minutes, 1869-p.9. 2 - 1869-70, p. 30.

3 - "1870, p. 13." The subscribers were: Edward Hoopes, Barton Hoopes, Samuel Willets, William H. Macy (\$500 each); Robert, William C., and Clement M. Biddle, and Daniel Underhill (\$250 each); Lucretia Mott, Dillwyn Parrish, Hugh McIlvain, Elwood Burdsall, Isaac Stephens, Edward Taylor, Joseph Matthews, Lydia H. Hall, Cornelia A. Willets, and Henry T. Willets (\$100 each); and Susan M. Parrish (\$50). 4 - P. 25 5- P. 39

boys and girls in separate classes. During a portion of each day this building is given up to the exclusive use of the girls. The required exercises consist of light gymnastics which may be safely undertaken by any one in good health. A gymnasium should be constructed exclusively for girls, upon their own grounds, as soon as funds can be secured for that purpose."

This first gymnasium, "well supplied with suitable apparatus,"¹ and used for both sexes, stood behind Parrish Hall and the power-house until was removed to the edge of the woods in 18 and thereafter used as a stable and wagon-house until it was destroyed by fire in 19 (Insert p..)

In 1875, the board reported to the stockholders that "the gymnasium has been refitted and lighted for exercises in the evening since the last report. It is well managed, and is answering admirably the purposes for which it was erected. It has been used during most of the year, at stated periods, by the girls in separate classes."²

The gymnasium was placed under the care of the Students' Athletic Association, in 1880, and was opened "at certain hours each day for the exercises of the boys and young men"; while "a large airy room in the Main Building" was set aside for the exercises of the girls and young women.³

Four years later, (1884), the board reported that "the gymnasium is being thoroughly repaired, and is to be supplied with new apparatus, and since the catalogue and names of the Faculty of Instruction were printed, Walter A. Ford, M. D., has been appointed Director of Physical Culture, who will teach according to the carefully graded system of Dr. Sargent, of Harvard College, Cambridge, Mass."⁴

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- 1 - Ibid, 1871, p. 40.
 - 2 - Ibid, 1875, p. 48.
 - 3 - Catalogue, 1880-81, p. 28.
 - 4 - Stockholders' Minutes, 1884, p. 21.

The next year the board reported the results of this experiment as "eminently satisfactory, the exercises being so arranged that they meet the separate needs of each, and under proper care there is no danger of overexertion, and they are found very useful even to those in the most delicate health." In this year, also, the board stated: "Since the last report, arrangements have been completed for a course of practical lectures on physiology and hygiene, to be given to the students in separate classes. These courses begin the 1st of the Twelfth month and will consist of 15 lectures, given weekly, those to the girls and young women by Dr. Susan P. Stackhouse, of Philad'a, and those to the boys and young men by Dr. Charles Dolley. By the united efforts of the director of physical culture, and the lecturers upon physiology and hygiene, it is believed that the exceptionally good health uniformly enjoyed by the students of Swarthmore will be continued and even, if possible, improved, and that the beneficial effects will also be marked upon the studies pursued, as a sound body is of the first importance in the proper development of the mind."¹

The girls had no separate gymnasium of their own until 1894. Four years earlier the board had stressed this as one of the most pressing needs, and appealed for it as follows:² "We would also name the brave attempt now making by the members of the Somerville Literary Society to erect a Hall which shall combine with it the greatly needed gymnasium for the girls. From the slender incomes of many workers and some others the sum of nearly \$1000 has been collected, and additional subscriptions amounting to \$1100 have been promised for this purpose. This enterprise should commend itself to friends of the College and induce them to extend their aid."

The stockholders' meeting responded to this appeal by appointing a committee of five "to cooperate with the Somerville Society in securing a girls' gymnasium in connection with their proposed new building." At the meeting in 1892, this committee reported that they had secured subscriptions for \$10,000 and were preparing plans for the building:³

1 - Ibid, 1885, p. 16. A physician's certificate was required as to danger for any students taking part in these exercises (Catalogue, 1886-87, p. 18).

2 The Stockholders' Minutes, 1890, pp. 16-18.

3 - Ibid, 1892, p. 13

but this fund was not adequate to fulfil the society's ambition, and in defiance of the Depression of 1893, it continued its campaign. The task was too difficult for accomplishment, however, and instead of the Somervill Hall dreamed of, the society had to be content with a Somerville Gymnasium. This was completed in 1894, and received the following welcome (in esse and in posse) from the students' annual:¹

"Hearty welcome we give to thee, Somerville Hall,

That hath lately been born for our sake,

A very dear, much-needed building thou art,

And we all a great pride in thee take.

Thou art smaller, 'tis true, than at first we contrived,

But then it must be thou wilt grow,

Ah! We pray that thy fate may not be the same

As scrub oaks planted here long ago.

We will dream of the days in the future afar,

When we who are absent return

And see our great hall nicely furnished, complete,

And of its great usefulness learn.

And when the time comes our reunions to hold

We will gather in Somerville Hall,

In our wide, spacious parlors the banquets we'll hold,

And for toasts to our building we'll call."

1 - The Halcyon, 1895, p. 124.

The girls having been thus far successful, the boys pressed their desire for a new gymnasium, and the president gave it the following endorsement:¹ "The next most desirable step to take in increasing our facilities for young men, is the erection of a suitable gymnasium. Our old wooden building is inadequate in every respect, and is far below the standard of our other structures. Some hundreds of dollars have already been subscribed for a new gymnasium, and it is suggested that the Board of Managers now authorize the raising of money for this purpose."

The Depression blocked this desire for several years, but the director of physical culture for the young men raised the question again in his report of 1897 as follows:² "A greater attention was attempted to be given to regularly recognized gymnasium courses, divided between the different school classes and suitable to the requirements of special individuals. Whilst able to carry this object to a relatively successful result by extraordinary attention and personal appeal - still our efforts were seriously hampered by inadequate apparatus, and by the totally uninviting aspect and surrounding of the gymnasium. The very basis of our physical work depends upon the groundings obtained by regular systematized gymnasium exercises, and if our facilities are inadequate the results to be otherwise obtained will be unsatisfactory. Regular daily class drills and exercises were held, attended fully by the two lower classes, and by nearly all of the upper class men, to their great benefit and strengthening."

Finally, in 1899, "a very adequate new gymnasium for young men," as the catalogue called it, was erected, and supplied with "a new and very complete outfit of apparatus after the Sargent System, affording facilities for the required class and individual work, as well as for various in-door games."³ The cost of this building with its equipment amounted to \$16,000, which was provided for by private subscription.⁴ The president's

1 - Stockholders' Minutes, 1894, p. 19.
2 - Ibid, 1897, p. 33-34; cf. infra. p.
3 - Catalogue, 1899-1900, p. 22.
4, - Stockholders' Minutes, 1899, p. 21

appreciation of it was expressed in his report as follows:¹ "It is just now ready, and under most efficient administration, promises to be of the greatest service, not only in maintaining the standard of intelligent physical culture which has so long distinguished the college, but in providing a new rallying point for the interest of the young men. In this connection it may be noted that eighty-nine per cent of young men among last year's undergraduates returned to college this year; and that below the present Senior Class the numbers of young men and young women are almost equal."

1 - Ibid, 1899, p. 24.

Chap XXV

THE DOME
(127 feet above the ground)

The top of Parrish Hall was the pride of its builder's heart and a landmark for many miles around; while its view of Swarthmore borough, the fields, woods, and the broad valley of the Delaware, and New Jersey's shore beyond, is still unsurpassed by any building or altitude in its vicinity, unless it be by that from the tower of Clothier Memorial, or from the top of The Tank. Both of these last views were unobtainable in the period before 1902, however, and The Dome had no rival nearer than the statue of William Penn on the top of Philadelphia's public building, which was plainly visible on clear days to generations of Swarthmore students and their guests.

The Dome, therefore, had this chief element of popularity; but it afforded, also, an unrivalled opportunity for the display of class banners, and the carrying out of various daring stunts. For this latter reason, the door to the flights of steps leading up through the museum to it was kept carefully locked and the key to it was procurable only by hook or by crook from its guardian. [Insert p. 174]

The top of the Dome was surrounded by an iron balustrade, but this was easily climbed by class champions desirous of planting, or removing, partisan emblems on the staff erected for the national or college banner. There were also two ornamental pillars on the sides of the Dome, which resembled human figures, and they gave verisimilitude to "A Tale, Sad but True" which excelled all other pranks, but which was vouched for by a Halcyon poet. Thus runs the tale:

*'Twas on a Sabbath morn, a freshman maid,
*Of bugaboos and goblins half afraid,
*Yet longing still to breathe the upper air
*And gaze around upon the landscape fair,
*With trouble sore at last obtained the keys
*And climbed the dome to look - perchance to freeze!
*The friends she asked were ravished with delight
*To 'have a look' from such a lofty height,
*But wind and cold soon forced them to repent
*And some engagement quickly to invent,
As, one by one, they hurried down the stair. . . .

1 - Halcyon, 1903, p. 174.

By some strange chance and sad oversight on the part of the college community, most of whose members had gone to meeting, two of the company upon the Dome were left to freeze:

And now the stranger sees a pleasing sight
 Who turns his eyes upon that lofty height,
 For two imposing statues come to view,
 Teaching a lesson that is sad, but true;
 They seem to say, 'O mortals, pray beware
 Lest ye, too, get an overdose of air;
 Scorn not on low and humble ground to tread,
 For we aspired, and that is why we're dead!'

In the patriotic days of the Spanish-American War (May, 1898), the students subscribed money for the purchase of a large American flag, which was flown for several years from the top of the dome. It replaced the college ~~flag~~ banner which had been displayed on special public occasions, ^{and} which was thereafter hung above the front porch of Parrish Hall at the main entrance.

THE DORMITORIES, THE LEDGE, AND THE ALCOVES

The dormitories on the East Wing and the West Wing, to whose construction and furnishing the college authorities had devoted so many years of effort, and for whose achievement they were so grateful, the scapegrace students of course treated with much feigned sarcasm. After quoting the catalogue to the effect that "warm rooms and good bedding are provided by the College," a student wit averred:¹

"The bed clothes are of diminutive size, owing, probably to the fact that years ago they were used in the Preparatory Department here, or to the great shrinking facilities of our laundry. At any rate, the blankets have seen better days in regard to dimensions (thickness not excluded), or their best days were not so happy as they might have been.

N. B. - To insure comfort, bring a blanket with you."

Then, quoting the catalogue's statement that "the rooms are furnished with strong, comfortable furniture," the same scribe states the alleged stern reality:²

"Do not mistake your room for a collection of rare antiquities. This is not the chair upon which Thomas Jefferson sat when he wrote the Declaration of Independence. It is simply the chair on which fifteen generations of college men have sat when they studied (incidentally), and have used as a weapon of offense and defense (principally). These tables, rheumatic in three legs and stringhalted in the other, these book-cases, sway-backed under the weight of accumulating years, were not discovered in the recent Pompeian excavations, nor are they the relics of Rameses II disintombed from the everlasting pyramids. Spencer's Law of the Survival of the Fittest does not hold here, for the lame, the halt, and the blind receive special attention." [Grant p. 3¹]

One vast improvement in the dormitories, from the point of view both of safety and of the students' convenience and pleasure, was the decision at the end of the century, to supply them with "All-Night Gas." When this revolution occurred, a student wrote:³

1 - Halcyon, 1898, pp. 138 - 139.

2 - Ibid, 1898, p. 140.

3 - Ibid, 1902, p. 145.

*An old girl came back to visit and to roam the

College o'er, -

*Said she to me, quite earnestly, when she had seen

each floor;

/'There's a difference in the College - how has it come
to pass?'

/'And I answered very proudly, 'We now have all-night
gas.'

/'When I was here,' she reminisced, 's^traight at th'
eleventh hour,

/'Old William bold, as he was told, turned off the
luminous power;

/'Twas our sad way to flunk next day, - do you ever
flunk in class?'

/'And I answered very proudly, 'We now have all-
night gas.'

/'And the maidens in the morning, when the bells
rang their alarms,

/'In spite of 'Kids' and curling tongs, left off their
curly charms;

/'Yet now each one has wavy hair, - how manages
each lass?'

/'I answered with a knowing wink, 'We now have
all-night gas.'

When our feasts were at their highest and the fudge
was nearly done,

The light went out, the fudge was spoiled, as also
was our fun.

Then we screamed and laughed and scrambled, -
how those happy days did pass !

And I murmured rather sadly, 'We now have all-
night gas.'

THE LEDGE

Running the ^{whole} length outside each wing of Parrish Hall on the fourth story was a narrow ledge. It was probably designed to break the fall of snow from the roof, or to make a break in the architectural severity of Parrish Hall. Dean Bond emphatically warned the freshman girls to "seek knowledge, but no ledge"; and this warning was almost universally observed by them throughout their college years. But the Ledge was used by adventurous lads to run from ^{the window of} one room ^{to and} through the windows of others in which lived their enemies, their victims, or their friends. These youths were often admonished by raiding instructors from whom they thus made their escape, and especially by their fellow-students of the less venturesome sex, that some time they would surely fall and get killed. [Insert p. 5¹]

Every room, it is true, was equipped with a transom over its door; and this was recognized as "an ^{en}trance to rooms for use when the key has been left within, and used as a silencer of refractory preps and musical students, in which case it is slammed with great force." But some times the transom-entrance could be successfully barred against invaders; and the more exciting and less ^{guarded} suspected by-path of the Ledge was far preferable.

To frighten once for all these daring marauders from invading one another's rooms and challenging death by this dangerous route the girls at one time threw from the east wing ledge, down to the ground in the midst of a group of serenaders (singing

1 - Ibid, 1891, p.131.

"Forty-nine Blue Bottles hanging on the Wall¹⁾, a dressmaker's form, or some lesser dummy, realistically clad in female clothes. The serenaders were thoroughly alarmed by what seemed a terrible tragedy; but their alarm was only temporary, while their escapades on The Ledge continued unabated until the domicile for boys was removed from Parrish to Wharton Hall.

THE ALCOVES

Between the west and east wings of Parrish Hall, on the second and third stories, were four hallways, leading from the stairways directly to an instructor's room, and to the left or right into the dormitories of the ^e east and west wings. These were fire-proofed by tiled pavements and large iron doors, but were also provided with short wooden stairways leading to half-stories in the central building. The two hallways on the east wing were called The Alcoves, and were very popular with students who desired to converse with those of the opposite sex, or to earn their regard by exchanging edibles or more inferior gifts.

The Alcoves were well guarded by the hall authorities, and many a disappointment or surprise ^{were} experienced by ~~their~~ would-be Romeos and Juliets. Witness the following lament:

Full dreary was the alcove stair,
 No boy or sign of boy was there,
 With buckwheat cakes and syrup rare.
 She only said, 'My life is dreary,
 He cometh not,' she said.
 She said, 'I'm aweary, aweary,
 I would that I were dead!'"

And this:

A boy, a girl,
 An alcove, old and gray;
 A moment's bliss,
 No more than this,

And then the Dean to pay."

1 - Ibid, 1900, pp. 112 - 115. 2 - Ibid, 1898, p. 129 3 - Ibid, 1898, p. 138. 350.

THE PET AND THE MIRROR

In the central hall of Parrish, facing the front door, and strategically located where all who traversed the halls in either direction must pass, reposed "The Pet".

This was a combination of a long, wide, leather-covered settee, and a splendid big mirror (added in the spring of 1885) hung immediately above it. [~~See picture: Halcyon, 1902, p. 107~~]

Whether "the pet" meant the settee for the boys and the mirror for the girls, must be left to conjecture. Certain it is, that the boys delighted to sit upon the settee and watch the procession of feminine pulchritude walk by; while every girl in passing would give hurried but satisfying glances

at the mirror - and perhaps some times at the male loungers beneath it. *It was even hoped the Phoenix editor that the mirror would have "the effect of bringing more of the young ladies into parlors in the evenings."*

The faculty naturally strove to break up the attractiveness of "the pet", and among other rules prescribed that the boys passing from class rooms on the first floor to those on the second floor should go up one stairway and down another, so as to avoid passing by or loitering on the pet. One of the editors of the Halcyon of 1889, now a distinguished clergyman of the Episcopal Church, confessed that "Scarcely out of sight of the door of Room I [the Latin room] was I speeding my course to Room A [the Greek room], whistling a tune with brazen cheek, when the President, nursing an eternal rule within his breast [and occupying an office on the line of march] thus to me began: 'Hayseed, will thee please desist from thy whistling and, as becomes a Freshman, turn back and traverse the East stairs?' So speaks the President, and quicker than he speaks, I betake myself up the East stairs."¹

In the same Halcyon's "Words of Wisdom for the Freshmen", occur the following on "The College Pet":² "Have you noticed, my children, that rare and imposing piece of furniture which adorns the front hall, and so oft reflects your beaming countenances? That, my children, is the College Pet. It must never be mentioned save with reverence and with awe; with uncovered head and bated breath. It is the matron's pride and the Prexy's joy

1 - Halcyon, 1889, p. 100.
2 - Ibid., 1889, p. 92.

and is dearer to the managers' hearts than silver or gold, which my dear children, is saying a great deal. You have seen it sat upon? Never, my dear children, never! That would be a sacrilege."

In a poem, "Oh! Promise Me", in the Halcyon of 1895, occurs an appeal for ¹ "many College Pets" to deck the halls; and a popular book, entitled "Looking Backward" is defined as "a girl as she passes the mirror above the 'pet' when she is going out the front door."² [insert p. 8¹]

In course of time, three "pets" came to grace the front hall - a new one on either side ¹, but the mirror still held the center of attraction. The Halcyon of 1901³ thus describes the situation in 1899-1900, under the title of "The Mirror's Secrets": "Years have come and gone and classes with them, but I stay always. My smile to the Freshmen of today is as warm as it was to the Freshmen of a decade ago. I never wear out, yet I get more use than any other one thing in College. It is to me that the students come for the truth, to see themselves as I see them. Some are blissfully satisfied, after looking in my frank face, but there are others whom my honesty hurts. Yet no one will pass me unheeded, for some unknown attraction seems to draw them - I have never seen myself. A long look or a coy glance tells me that their thoughts are ever of me. . . . In fact, I hold the secret of many a tardiness, for people would rather meet me alone. . . . Stray locks and crooked neckties never pass me by (just watch the hands go up to re-arrange).

"'Tis I whom you greet at your coming, and I with whom you leave your adieux. Guests think well of the place straightway on entering the doors, because I face them - flattered by their own smile. What wisdom did our builders show in this!"

"Now you know why in the evening the boys all collect in the hall by the 'pets.' The poor 'pets' are accused of attracting them when really I am guilty!"

1 - Ibid, 1895, p. 112.

2 - Ibid, p. 115.

3 - Ibid, 1901, p. 126.

The startling rumor spread, in 1900, that "the Pets will soon be replaced in the front hall; but ¹ their removal was only temporary, for repairs, and many years of the new century passed away before successive generations of Swarthmore students ceased to use them, and their memory is still green in graying heads.

~~1 - Ibid. 1902, p. 163.~~

1 - Phoenix, XX: 37.

THE FRONT DOOR

When Parrish Hall was the only college building - and for years afterwards - its "big front door" was a forbidden entrance and exit for the underclassmen. Whether this tradition originated merely in another way of enforcing respect for grave and everend seniors and humility in their inferiors, or whether its source was some mysterious superstition, even the students did not know - nor, perhaps, the faculty. A scribe of 1887 writes of it as follows:

"Yes, I have been expecting it. 'Why are not all College Classes allowed the use of the front door?' Ah! children, you have unwittingly stumbled upon a mystery stranger and deeper than those problems which have perplexed the minds of ^eman from time immemorial. Ask me who was the man in the Iron Mask; ask me who wrote the letters to Junius; ask me who assaulted Wm. Patterson; ask me why Jay Gould bangs his hair; ask me why P. Q. ^ynever smiles; but in the name of Herr Bruder do not ask me that, for verily the reason therefore, the Faculty themselves do not know."

Whatever the origin of the custom, the privilege of using it became one of the chief desiderata in underclassmen's lives. The Halcyon of 1891 defines The Front Door as "an aristocratic passage-way privileged to professors and upperclassmen, and 'hooked', desired and petitioned for by Sophs and Freshies."

Since "the east door" and "the west door" of Parrish Hall - the first sacred to the girls, and the second permitted to the boys - were a long distance from the front door and from the top of the asphaltum leading to and from the railway station, it was considered a grievance not to be permitted to take "the short cut" in leaving college and returning. But the rule was adamant, and it applied even to the use of the porch in front of the sacred door. "Students shall not walk", an alleged rule of 1892 reads, "upon the front porch for fear of defacing its polished, inlaid surface."²

1 - Halcyon, 1889, p. 92.

2 - Halcyon, 1894, p. 126.

But at last, in 1893, the rule was abolished, and the Halcyon poet sang (among
numerous other reasons for thanksgiving):¹

"We can't buy ice-cream at the new village store,

"But the Sophs and the Freshmen can use the front door -

"They can't help being thankful for that."

1 - Halcyon, 1894, p. 133.

THE ASPHALTUM AND THE STEPS

The walk leading up from the railroad station to Parrish Hall was at first

a cinder path that wound up the hill in an endeavor to negotiate the climb by following the line of least resistance. Cinders were not the best preventive of mud and dampness, they were decidedly unsightly, and they were particularly hard on the shoes and long dresses in vogue at the time. ^{in 1873-74, a new board} ~~walk, winding up from the station,~~

^{1 this too proved unsatisfactory; and} "planted with shade-trees on each side", was completed; but seven years later, "a new asphaltum walk, 18 feet broad" and a quarter-mile long, proudly took the place of its

ooden predecessors. It was equipped with "two flights of granite steps on the steepest part of the slope, making a commanding approach to the buildings."² So said the board;

but successive generations of visitors have welcomed these steps chiefly because of the resting-place which they afford on the steep ascent of the hill of knowledge; while successive generations of students have prized them for the thrill which they afforded when jumped over on sled or bicycle, or when utilized for têtes-à-têtes with fair co-eds."

[Quart p. 12^{1st}]

"The Asphaltum", so fraught with memories, both grave and gay, was not built with the perfection of later days, and it suffered much from the stress of weather.

Legend had it that at the time of the Great Fire in 1881, it melted and ran down to the station. It did in serious truth, require considerable repairs after the conflagration.³

Another legend of 1894-95 had it that "a student had fallen into one of the cracks in the asphalt walk and was greatly injured;" ^{4 [Quart p. 12^{1st}]} The next year, a college poet sang (among other

College Warrants⁵):

"Tar wanted! Tar wanted!
"For our asphaltum's full of nasty holes.
"Tar wanted! Tar wanted!
"And now the largest ones are filled with coals;
"And those who've fallen in,
"You'll hear complain like sin.
"O hang it! Tar wanted!"

¹ Stockholders' Minutes, 1873, p. 52; Halcyon, 1896, p. 10. ³ Stockholders' Minutes, 1882, p. 64.
² Stockholders' Minutes, 1880, p. 57; Halcyon, 1899, p. 15. ⁴ The Halcyon, 1896, p. 105.
⁵ Ibid, 1897, p. 131.

- 2 - 1/3

of the walk,
the relaying in 1899, at a cost of \$8,800; but the students' ¹
This pathetic appeal was answered by an application of some substance between
~~or look pretended that the new application of the new pseudo-asphaltum~~
~~or and asphaltum to the dangerous cracks; but the remedy was considered as bad, for it was~~
~~was as dangerous as the old cracks: -~~
~~ascertained~~

"Asphaltum new!

"Banana peel!

"Flustered Prof. -

"Virginia Reel!"

And **F**rom the same source we are informed that numerous students had taken a
morrowful and involuntary departure from the college: "For broad is the asphaltum and
traight is the way that leadeth to the station, and many there were who went down thereat."²

But a touch of beauty was given to the scarred and blackened veteran when
lowers were planted beside it; and this was recognized by a student poet in the verse:³

"Look forth, dear Swarthmore, from thy summit fair,

"By zephyrs fanned,

"And see the royal Springtime rare

"Rejoice the land.

"See how the hillside basks in purple hue

"Of violets sweet,

"The old historic West House to ⁱⁿ ~~in~~ ^{abuse}

"With fragrance meet.

"The cheery crocus buds a brightness lend

"The asphaltum old,

"And make the verdant grasses blend

"With white and gold.

"Stand forth, loved Swarthmore, with thy flag outspread,

"Forever stand,

"And guard the paths thy cherished children tread

"O'er all the land."

- ~~Ibid, 1900, p. 132~~ ~~1899~~ ~~St. Nicholas' Minutes, 1899, p. 21; Kaleyon, 1900, p. 132.~~
- Ibid, 1898, p. 104. ^{2 - Ibid, p. 116, 1900, p. 116.}

THE SCRUB OAKS

One of the most prominent and beloved of the college institutions is the avenue of oak-trees which borders the asphaltum and which for a generation past has given distinction as well as much needed shade to the traditional (and, despite the supersession of the railroad so largely by the auto, the most used) approach to the main college building. This avenue was hailed by the board in its report of 1880 as follows: "The [asphaltum] walk has been bordered by a row of young oaks upon each side throughout its whole extent, which will form a very fine avenue in course of time." [~~of C. M. Biddle and Dr. Magill's "Wall" tablet.~~]

Dr. Magill, commenting upon The Oaks in 1897, remarked that they were "planted with the fond hope of furnishing shade to future generations. At this writing, seventeen years later, that hope still promises to be realized." The slow growth of the trees became proverbial as the years passed by, and their diminutive stature was even mingled with the tender memories of "the old Grads". A song popular with the latter contains the chorus:

"Show me the Scotchman who doesn't love the Thistle,
"Show me the Englishman who doesn't love the Rose,
"Show me the true-hearted son of old Swarthmore
"Who doesn't love the spot where the Scrub Oak grows."

[Insert p 15-1]

With the undergraduates, ~~they~~ ^{the oaks} were often a subject of derision. For example;

"Oak: A tree that grows luxuriantly in its wild state, but does not flourish under cultivation." Among alleged rules of 1892-93, the Halcyon cited the following: "Students must not pluck leaves from the oak trees on either side of the asphaltum, for fear of injuring their growth." Another Halcyon seer of 1889, "Looking Forward", apostrophized the oak-trees [of the future] as follows:

- 1 - P. 57.
- 2 - Halcyon, 1899, p. 15.
- 3 - Ibid., 1891, p. 130.
- 4 - Halcyon, 1894, p. 126.
- 5 - Halcyon, 1891, p. 123 [Picture .]

"Oh! Ye mighty, mighty oak-trees,
"Which upon the campus stand,
"On each side the broad asphaltum,
"You at once the eye command.
"As I wander down beneath you
"Sheltered from the rays of sun,
"I think of many wondrous stories
"Grandpa told of ninety-one."

But when the diminutive trees finally became a cause of derision in Swarthmore's rivals, and as late as 1893 a Haverford foot-ball player on the biennial visit ^{to} ~~to~~ ^{Swarthmore's foot-ball field} jumped over the smallest of them, it was felt that something ^{must} ~~ought to~~ be done about it. [except p. 162]

As to just what this should be, the doctors differed. But finally, about 1900, the problem was solved by a tree expert of the United States Department of Agriculture who came up from Washington to the rescue. This arboreal sleuth discovered, when he made his visit in June, that a perennial pest at the college had been myriads of June Bugs. They had fallen in the food in the dining-room, they had become entangled in the girls' hair, their buzzing had prevented the students from sleeping at night and from keeping awake by day in the class-rooms. Here was the villain in the play, said the expert; and by his instructions, tubs filled with crude petroleum were placed at intervals all down "the asphaltum", on each of which was hung a lighted lantern at night, and the next morning myriads of June bugs had yielded up the ghost, and the Scrub Oaks began to grow! It seems - so the expert told us - that an oak-tree has two growing seasons each year; it puts forth its first tender shoots in the spring, and these grow longer in the autumn. Hence, when the June bugs nipped off the tender shoots in June, there was nothing to grow in the autumn, and the trees remained the same height year after year. Should the tree experts of forty years later scoff at this story, they may at least be told, "si non e bene, e ben trovato"!

in Chapter XX

Add 15⁴: Cherry Trees (After Scrub Oaks)

One of the chief beauties of the campus throughout this period was a pair of magnificent wild cherry trees, growing on either side of the asphaltum. In the spring especially, when they were in full bloom, their snowy masses loomed up like some Jungfrau dominating the landscape. One of the pair passed away before the other; but the one on the east campus near the West House continued to inspire Halcyon poets and artists. Indeed, it became a criterion for other college treasures. For instance: "Dearer than the cherry tree

When May's sweet snowflakes fall
To deck it in a mass of bloom
And fragrance for us all."¹

The Halcyon of 1900, opposite a picture of this arboreal giant, has a fine poem commemorating its beauty, the birds and bees frequenting it, and the memories of college friendships associated with and accentuated by the wooden bench which provided cherished opportunities for têtes-à-têtes on each of its four sides:²

The Old Cherry Tree

The cherry tree is standing on the campus' sloping brow
And the robins chatter gayly on its blossom-drifted bough,
'Mid the pearly petals swaying in a snowy mass of bloom,
Half-delirious with the fragrance of its newly-won perfume.
Hark, their clear notes' thrilling music throbbing through the
limpid air
Speaks a heart released from sorrow, and a soul released from
care;
And we echo back the chorus as it floats along the lea,
For we, too, have known and loved it, that time-hallowed cherry
tree.

How often do we haunt it on each mellow afternoon,
And linger 'neath its freshness in the drowsy airs of June;

1-Halcyon, 1898, p. 118.

2-1900, p. 108.

We know each carved initial on its bench and rugged coat,
And mayhap have known the writer and have loved the hand that
wrote.

Dear records of the passing stream of hearts that onward flow,
But leave us still a parting sign to cheer us as they go;
Landmarks on memory's pictured chart that ever green shall be,
Till we cast off Life's last cables and beat out to open sea,—

We bring to you a tribute from the storehouse of our love,
Fresh as the turf about your foot, pure as the skies above;
Long may your sweet buds bursting forth, their starred pavilion
raise,

As long your graven bark recall the friends of other days;
And ethereal music mingling with the murmur of the bees
Voice the thoughts that halt and stumble intertwined in lines
like these,

For we, too, shall know and love it, that time-hallowed cherry
tree,
Till we cast off Life's last cables and beat out to open sea.

Another bard pays this tribute, entitled "Under the Stars":¹

The campus gleams beneath the rising moon,

And soft, the tinkling of the mandolins

Breaks night's sweet silence with an old-time tune.

Then from the broad-armed cherry tree begins

A mimic snow, white as an angel's wing,

Lighter than laughter, and as pure as love,

While over all the stars swing bright above:

A scene as fair as Arcady in spring.

1-Halcyon, 1903, p. 170.

18

THE OSISSE PUMP

Two excellent springs [wells of excellent drinking water] at first supplied drinking water on either side of the rear of Parrish Hall, with the dining room between them. But in 1890, that on the west was filled in, and the eastern one alone was left to supply water for meals and for the constant refreshment of thirsty seekers after knowledge. Close by the class-rooms where so much of dry and prosy information was absorbed, the Pump over the latter well became a universal necessity, comfort, and delight.

[Insert 1. 18-1]

With far more personal reason and poetic inspiration than Wordsworth's "Wash-tub" afforded him, a Halcyon poet sang of Swarthmore's Pump as follows:

It is but meet that we should lend
The tribute of a passing rhyme
To thee, old pump, our well-tried friend;
Grown old through service and through time,
Grown weather-beaten, too, and gray,
Though still as straight as when of yore
Thou gavest refreshment night and day
To all the army gone before;
Aye, through the longest, darkest night
Are heard thy shrill, complaining wails,
Until Aurora wakes in fright
At jingling of the old tin pails.
Unfailing fount of inspiration,
Round which we troop in merry bands
At awful spring examinations,
With stacks of crackers in our hands.
When hopes and grades are very low,
When naught but threes and fours prevail,
Tis consolation grim to know
There's some one left who does not fail.
To Scientific, where we go,
Our quiet daily naps to take,
Oft, in our passing to and fro,
We give thy hand a cordial shake,
And ever, in the dining-hall,
Thy nectar cool is deemed by all,
Though flavored oftentimes with pine,
More welcome than the choicest wine.
When summer days grow long and bright,
Tennis co-eds and athletes bold
From their loved haunts thou dost invite,
And many a gay reception hold.
And every evening in the year
Strength to the weary dost thou give,

"For without lemonade 'tis clear
 "A college student cannot live.
 "So, when we go or while we stay,
 "We'll think of thee most thankfully
 "Our debt of gratitude to pay,
 "For thou hast served us faithfully."

The midnight hours referred to above probably witnessed, despite Billy the Watchman's vigilance (or the lack of it), scenes of freshman hazing. ^[insert p. 191] Finally, in its old age, the Pump became a theme of satire, as the following dialogue between ^a sophomore and a freshman indicates:

"See, Per-cival, here is an-other pict-ure. How much it looks like a pump!"

"Yes, it is a pump - the West Wing pump." "Oh, what a nice con-triv-ance! Does the pump give nice sweet water?" "Oh, no, it does not give water at all, but it keeps the boys from getting jealous." "Oh, how very nice. I like to see, - But here comes Mrs. Bond. She must not see us talk-ing. Good-night, Per-cival, I must go."

Not only were freshmen baptized by sophomores at the Pump; but upperclass ^{students} boys also, at one time in its history, were harassed by a mischievous denizen of some room in an upper story of the East Wing. The "Intercessional" of one of her victims reads as follows:

"Queen of the upper Orient
 "Maid of the far-flung butter-plate,
 "Beneath whose awful aim we shrink
 "When we come out for water, late.
 "Oh, one above us, spare us yet!
 "Can't you forget? Can't you forget?
 "Thou seem'st immutable as Time,
 "As stern and merciless as Fate;
 "As soon as we begin to pump
 "Thou hurlest down the butter-plate.
 "Relent, O Queen, and spare us yet!
 "Can't you forget? Can't you forget?
 "At night, when Nature drops to sleep,
 "We thirst, and know not where to go.
 "We know thou wait'st above the well,
 "We know the power of thy blow;
 "Our parched throats we dare not wet;
 "Can't you forget? Can't you forget?"

- Ibid, 1899, p. 148. The dialogue is part of a "Primer in one-syllable words."

- Halcyon, 1902, p. 135.

Ibid,

The Pump was still going strong in 1902; but a new day was dawning, a day of drinking-water provided in fountains on every story of both east and west wing, and a day of many other changes both physical and social. Hence the appropriateness of the following Halcyon verses, entitled "A Contrast":¹

"When the mellow moon is rising,
"And the stars begin to shine,
"And the lovely nightingales begin to sing,
"It makes you thrill with pleasure
"To hear her soft, sweet voice
"Say, 'Meet me, love, beside the crystal spring!'

"But when it's just at twilight,
"And you listen to the voice
"Whose softest murmur makes your heart go thump -
"It rather knocks the sentiment
"To hear a hasty call,
"Oh, hustle up, and meet me at the pump!"

1 - Halcyon, 1903, p. 142.
ibid.

THE COLLEGE BELL

In the first report of the board after the college opened, December 7, 1869, there was listed among recent donations: "The College bell, in the belfry; also a collection of miscellaneous books for the west parlor, from Barton Hoopes." ¹ This became an institution, not only for celebrating athletic victories and for enabling sophomore and freshman pranks of varied kinds to be played, but also for summoning students to classes and to meals during the years before an electric bell system was installed. Hence it is apparent that it was a messenger of both weal and woe, and that it could not be overlooked as a subject for student verse and wit.

For example, we find in The Halcyon of 1892 a poem entitled "The Ten-Minute Bell", which rang a last warning for breakfast at 6.50 A.M. Illustrated by a cut of ² the belfry and bell, the poem reads as follows:

When first the rays of morning light,
Steal in upon my weary sight,
When from their flight I fain would keep
The fast departing hours of sleep.

Then rudely breaks upon my ear
The sound for which in trembling fear
I've waited long - I cry "Do tell!
'That isn't the Ten-minute Bell!"

Ten-minute Bell! thy name brings back
A world of memories on its track,
Of gay, glad Spring days, sweet and clear,
Of Winter mornings, cold and drear.

The students give thee morning greeting,
With sentiments not meant for meeting.
When that sad hour, 6.50, rung
Spitefully from thy brazen tongue.

Old bell, each time thy voice is heard
For haste not rest it gives the word,
Thee calls to study and to work,
To tasks we sometimes fain would shirk.

Thee warns us, morning, noon and eve,
When sleep or pleasure we must leave,
When we must turn to duty's way,
And books and pens exchange for play."

1 - Stockholders' Minutes, 1869, p. 12.

2 - The Halcyon, 1892, p. 113.

306.

The bell's summons on Sunday morning inspired a poem on the "Meeting House",
1
which begins with the stanzas:

"As the bell upon the laundry
Without haste and without heed,
Peals out peal on peal of thunder,
So the student easily started,
Hurries on with winged speed.

"Carefully first, his hair he brushes,
Then his coat and hat he dusts.
Then he quickly dons his bonnet,
For to hurry, 'deed he must."

Even the Class of 1900, in its junior year, apostrophized the bell as follows: 2

"Ring out, wild bells, the students' dread,
Through class rooms drear, through alcoves bare,
The night has vanished in thin air;
Ring out and summon us from bed.

"Ring up the tired, ring down the slow;
Ring, unkind bells, across the snow.
Dear sleep is going, let him go,
Ring us to breakfast, whether or no.

"Ring out the grief that saps the mind
When summoned to that class-room door,
Where C. Smith happily reigns no more,
Ring in redress to all mankind.

"Ring out, ye bell so loud and blithe.
Which sends Miss Lukens up the hall,
With welcome summons in her call;
Ring in a breath of outside life.

"Ring off, ye bell with lack of sense,
To ring so soon reception nights
And spoil all tête-à-tête delights,
Ring off and send thy clapper hence."

1 - Ibid., 1892, p. 127.
2 - Ibid., 1900, p. 119.

23

JOHNNIE HAYMAN

Among the familiar "institutions" of many Swarthmore years, was an innocent old - one of "God's fools" - who was employed in picking up litter on the campus, in carrying the students' clothing to and from the laundry, and especially in carrying the college mail and from the village post office. This was "Johnnie" Hayman, as he was affectionately called by faculty and students alike; every one loved him for his childlike demeanor and simplicity and respected him for his integrity and his faithful, punctual performance of his duty. He never appeared to be ill, and no weather could prevent his carrying through his errands with clock-like regularity.

His outward appearance was quaint in the extreme and this, with his lack of that knowledge which comes through reading and writing, made him of course fair game for student jests and artists. These, however, loved him as did every one who knew him, and they tempered their barbs with palpable affection. Although he had an excellent memory and could carry in his mind monthly receipts and expenditures of money very firmly, he would reveal to no one the events of his pre-Swarthmore life. This reticence inspired the imaginations of successive classes to equip him with a romantic past. One of these imaginative sketches appeared as early as ^{the spring of 1882, when an article in the Phoenix traced his ancestry back to 841 A.D.,} 1886 in a Halcyon playlet entitled "Tempest: or Everybody's Public"; participated in by Characters about College." Johnnie's part in this was depicted

3 follows: "Enter Johnnie Hayman, out of step," and plaintively singing:

*I used to be as gay a sport
As ever walked the street,
The boys and girls would look at me
And say: 'O my, how sweet!'
But now I'm old and out of step,
And fled is all my joy,
The boys and girls they laugh at me,
And cry: 'Hey, John, old boy!'

- He was unable, however, to add or subtract; and the author of this book, who had for many years the privilege of doing his additions and subtractions for him, had a monthly opportunity to marvel at the number and accuracy of the balances and other figures which he could carry in his mind.

- Halcyon, 1888, pp. 99 - 106. Phoenix, vol. I, no. 4, pp. 4-5. →
- Ibid, 1888, pp. 101-2.

him as a musical expert, a woman suffrage orator, and a disappointed lover. This last theme was expanded

2 24

In palmy days of long ago
 I loved sweet Mary Jane,
 My dearest hope was that in time
 We might be one, we twain;
 And so I put me out to sea,
 All on the Spanish main,
 And joined a roving pirate crew,
 My fortune for to gain.

Now when we'd coursed for full five years,
 And bloody scenes had wrought,
 Hied me back to Mary Jane,
 With booty richly fraught;
 But cruel M. J. had changed her mind,
 And cried with flashing eye:
 'What! wed you, naughty pirate man!
 Indeed I won't, not I!'

And so a broken-hearted man
 I'm doomed my days to pass,
 A pirate on the retired list,
 Spurned by a fickle lass:
 And as I gather orange-peels,
 And scraps from off the grass,
 I ruminate upon the ways
 Of this cold world, alas!

Chorus of Freshmen Boys.

And the cats on the roof are sighing,
 And crying,
 All for the fate of Johnnie Hayman;
 And they all howl,
 All yowl,
 For the fate of poor J. Hayman!"

[Insert p. 24 1/2]

The 1888 Halcyon¹ had another little skit on Johnnie Hayman's walking-match and his failure to keep "in step"; and the two productions gave the editors of 1889's Halcyon the opportunity of proving (by the Bacon-Shakespeare code)² that Johnnie was the real author of their rivals' deplorable year-book. The editor of 1890's Halcyon, on the other hand, attributes "John Hayman, Prof. of Neatness and Practical Economy", as a person of historical renown and great learning, and refers to an account which he is alleged to have given of his private work in Sunday-schools, concluding with the editor's comments that "he still bears the marks of this work", and "the Greek phrases that now and then creep into his conversation

¹ Ibid, p. 83.

² Ibid, 1889, pp. 93 - 95.

ly go to prove the extent of his learning."

With advancing years, Johnnie became rather suspicious of the intentions of the ad-cap students, and his occasional reactions to their pranks is reflected in the following from the 1890 Halcyon:

"But now is tyme to you to tell of Yeman
Whom that the laddes cleped Heyman,
His steppe was schort and it was weke,
Of his barrow did the whele squeak.
Of love did he singen all the dai
For Cupid did his herte pierce they sey.
Around the collage from morn till eve
Not a scrappe of paper did he leave.
The boxes in the halls were his moste car
But of his temper lads bewar."

which had been noted him by the Selfie Literary Society, and was

At one time, he was ^{removed as having tried to collect from the college a pension} listed as presenting a playlet on "The History of England" ;

; another, as "establishing a new record [in carrying the mail] between college and station: me, 43 min. 22 2/5 sec."; again, as carolling in Aprille to greete ye springe, and hasten- goure letters up to bringe. Johnnie's lessening haste, however, increased the impatience

of the youthful throng around the college post-office every evening before dinner to receive their mail. A Halcyon poet of 1900 reflects this impatience tempered with genial tolerance, follows:

"Take up the Hayman's burden,
For there he climbs in need.
Carry the letters quickly:
We want them ere we feed;
Or wait in anxious longing
Mongst fluttered folk and wild,
While Johnny still is creeping,
Half angel and half child."

It was this last service of carrying the mail, nevertheless, which endeared him most. As one poet put it, after hailing various other dear things about the college:

"Yes, the dearest thing that aught I know,
And I've never seen it fail,
Is half-past five in the afternoon,
When Johnny brings the mail."

- ~~Ibid.~~ 1899, p. 121. *Phoenix, vol. 16, p. 41; Halcyon, 1899, p. 121.*
- ~~Ibid.~~ 1899, p. 139.
- ~~Ibid.~~ 1899, p. 123.
- ~~Ibid.~~ 1900, p. 143.
- ~~Ibid.~~ 1898, p. 118

333.

This function was celebrated by Halcyon artists and photographers, as well as poets: witness the pictures on the opposite page, taken from The Halcyon of 1899, pp. 125 and 148.

Johnnie's strength failed rapidly during the winter of 1898-99, and an effort was made to find some of his family who would take care of him in his last years. When this rumor spread among the students, the Halcyon's editors dedicated to him the following Ode:¹

"Johnny Hayman, many winters
 "Thou hast trod these college halls,
 "Brought the mail up the asphaltum,
 "Loved by all within these walls.

"Thou art getting old and feeble,
 "Shambling is thy gait once strong,
 "Thou art ever humming, mumbling,
 "Soft and low, a sad, sad song.

"This year is the last, they tell us,
 "Thou shalt haunt old Swarthmore dear;
 "Now some gentle friends will claim thee,
 "Claim thee kindly, never fear.

"We would tell thee, ere thou goest,
 "How we love and honor thee,
 "How we'll miss thee when thou leavest
 "With thy long worked-for degree."

No suitable place could be found for his last home immediately, and he was himself reluctant to retire from his old familiar tasks and leave them for other, careless hands to fulfil. But on September 28, 1900, he "battled with the elevator and received serious injuries," the Halcyon chronicler reported.² In fact, while he was preparing to descend with some bags of laundry on the elevator in the east end of Parrish Hall, he neglected to make sure that the elevator was there, and stepped into space. The fall of some twelve feet did not kill him; and he survived, to work seven more years with undiminished loyalty! Although he had then a relative who would have cared for him at her home, he preferred to "lie in the harness", which he did, in his beloved little room at the east end of Parrish Hall.

- Ibid, 1900, p. 127.

- Ibid, 1902, p. 150.

The last tribute paid him by the students appeared in the Halcyon of 1902,
1
and was as follows:

To Johnnie.

To thee, kind friend of our long College life,
Mute teacher who will never be forgot -
To thee, who sharest in all our fun and strife,
And helpst lighten every student's lot;
Who with the single talent God has given
(The art of being true in little things)
Hast humbly climbed the rugged hill to Heaven,
And waitest till the summoning angel brings
The tidings from the Father, when thee'll go
And lay thy treasure at the Judge's feet,
And stand in garments pure and white as snow,
Upon the right hand of the Judgment seat, -
To thee we humbly bow in reverence still
For teaching us to do our Father's will.

The last tribute from the alumni came from a loyal alumnus who had known Johnnie as an undergraduate in the 1880's and during all the subsequent years. This took the form of a large bronze tablet, which was placed in Parrish Hall opposite the staircase p and down which he had toiled with the mail so many times, and which bears the following inscription:

Semper Fidelis

In Memory of

"Johnnie"

John Hayman
1839 - 1907

A Faithful Servant

Known to Thirty-Eight Classes

of

Swarthmore Students

BILLY THE WATCHMAN and "The Owl"

28

One of the most faithful of the college employes was William Mullins, who was the guardian for *twenty-eight* years of Parrish Hall and its sleeping inmates against the perils of fire and robbery during the hours of the night. He came to the college in *1877* and remained there until his death in *1905*.

Billy had lost his but he was still a
vigorous man of *thirty-six* when he arrived at ^{the} college and his character and function soon made him prominent in student annals and traditions. As early as 1886, the Halcyon introduced him in its play entitled "Tempest", as "Billy the Watchman, with lantern." He was made to say, or sing:

"O, I am the Watchman bold!
"All through the night my beat I tramp,
"Guarding the college property.
"And often, would you think it?
"Strange sights I see, - some midnight orgy
"Of reckless Sophomores eating water-melon,
"Or Freshmen getting their lessons out
"By candle-light.
"Oft too the Seniors grave I see,
"Sitting in solemn silence in the rosy glow
"Of parlor fire,
"Baking of buckwheat cakes withal, -
"While ever and anon one who seems chief
"Will mutter:
"Pour on more batter, Jersey; more sugar,
"Brother B.)

1 - Halcyon, 1888, pp. 102 - 103.

xtette of Admiring Senior Girls:

"Sing hey to bold Billy!

"The daffadowndilly,

"And likewise the lily

"Will trill roundelays

"To sound the high praise

"Of Billy the just too-lovely-for-anything

"Watchman!

One of Billy's official duties was to turn off at ten P.M. the gas which supplied the light for the legitimate task of working up the morrow's recitations; or, as one bard put it:

"When soft the shades of evening
 "Had wrapped my couch in peace,
 "And the faithful hand of William
 "Had caused the gas to cease - - -"

It might be supposed that this de-lighting procedure at Billy's hand would have caused him to be very unpopular; but this was not imputed to him as unrighteousness, but to his superiors, and it was far more than counterbalanced by the unofficial services which he performed. Since he was obliged to turn night into day, and vice versa[^], he was provided by the college housekeeper with a substantial repast which he consumed at some mid-hour of the night; and this he often shared with a youth who, through some mishap, had missed his evening meal. At times of faculty or class receptions, when a surplus of cà-cream was left over - which sometimes happens even in college - it became Billy's requisite, and he would share it too with a youth whom he knew to be suffering from physical or mental ill. Those students, too, who desired to be awakened early in the morning to continue their cramming for some quiz or examination, had only to hang a towel on the door-knob of their bedroom, and Billy would unfailingly rout them out when he made his early morning rounds.

A Halcyon bard immortalized some of these benefactions of Billy in the two stanzas following, the first entitled, "At Ten-thirty P.M.", the second "At Four-thirty A.M.":²

"When long hours of thoughtful study
 "Make your eyelids sting and droop;
 "When, with overpowering languor,
 "Your back begins to stoop, -
 "How your drowsiness disperses,
 "How you skip across the floor,

- Ibid., 1898, p. 124.

2 - Halcyon, 1903, p. 144

"When William, kind old William,
"Brings a freezer to the door!"

"But when peace of sweetest slumber
"Gins to calm your restless mind,
"When the joyousness of dreamland
"Leaves the cares of day behind;

"Comes a pang of recollection
"Of exams. for you in store, -

"Then William, kind old William,
"Comes a-pounding on the door."

BILLY THE WATCHMAN AND "THE OWL"

It was probably Billy's tolerance and sympathy for those students who occasionally patronized "The Owl", which endeared him most to their hearts, and these students were numerous. "The Owl" was itself a very familiar and popular Swarthmore institution, albeit one which was fraught with considerable fear and anxiety. It was, in fact, the last evening train from Philadelphia, and it did not reach the college station until after midnight - long after all good students should be safe in bed.

1

A Halcyon poet of 1892 expresses the common sentiment towards "The Owl" as follows:

"Pray, what is the bird that's so magic in flight,
"That brings back the students so late in the night,
"Or, leaving them, gives them a terrible fright?
" 'Tis the Owl.

"How black are its features! How bright is its eye!
"How very familiar its sharp, mournful cry!
"But oh! what a comfort to take a home fly,
"On the Owl.

"And even if other friends happen along,
"To come home at midnight can scarcely be wrong,
"With a guide that we know is so trusty and strong,
"As the Owl.

"Its velvety feathers are garnet in hue,
"Although every single one shelters but two;
"And a ride, we have proved it, you never will rue,
"On the Owl.

"And so when we visit as old college men,
"We won't leave the city till long after ten,
"And so test that pleasure at least once again,
"Of the Owl."

The patrons of "The Owl" were almost always of the male sex; but sometimes it happened that two students of opposite sexes would see each other at a theatre in the city and naturally come out together on "The Owl", rather than lose the last and best part of the play. On all arrivals of the Owl, Billy would be standing at the big front door; and since he was fundamentally loyal to the rules of the college, and used his discretion only

- Halcyon, 1894, p. 114.
Shid,

with the utmost discretion in applying them, he would duly report the delinquents to the matron or dean.

"They were late and came out on the owl,

"Too whoo! too whoo!

"And it said:

'"Whoo! whoo!'

"The Dean next morn said to Billee:

'"What two? What two?'

"And she said

'"Who! Who?"¹

There were some incorrigible delinquents who fared badly at the faculty's hands; and they² were elected to The Owl Club, in two sections: the Hoot Owls and the Screech Owls. *one who went to sleep, and had to walk back from Wallingford;* The latter probably included such students as³ the two youths who, on February 20, 1901, "saw Sapho [sic] and walked home."

Billy was growing old, and the automobile was rapidly displacing, especially in emergencies, the railway trains, the Owl and all, at the end of our period; but one more⁴ Halcyon poet had a chance to sing as follows the praises of "The Swarthmore Owl":

"Now Kipling sings the "Empire State",
 "Which scorns the ringing rail;
 "And Rawnsley, "the artillery," hymns
 "The Pennsylvania Mail;
 "Cy Warman tells of flying wheels
 "Where gorge-racked rivers howl;
 "But none of these my fancy please -
 "I sing the Swarthmore "Owl."

"Not hers the beat of the Pullman trucks,
 "The roll of the great "compound";
 "Not hers the dash through the sleety night
 "Where the cañon echoes sound;
 "She carries no heroes of old romance,
 "On her no villains scowl;
 "But a godless crew, and jolly, too,
 "Are passengers on the Owl."

1 - Ibid., 1898, p. 134.

2 - Ibid., 1901, p. 118

3 - Ibid., 1902, p. 152.

4 - Ibid., 1903, p. 156 (written in 1901-02).

*Wreck, if you will, the Empire State,
*Abolish the F. F. V.;
*Strike from the card the Limited,
*And still a smile have we.
*But, Fates, officials, and railroad men,
*Would you make us cuss and howl?
*Just take from the schedule our friend in need,
*The dear old Swarthmore Owl."

Billy, too, was soon afterwards, gathered to his fathers; and when he was admitted through Saint Peter's big front door, the same grateful alumnus who had memorialized Johnnie Hayman, placed a tablet beside the door of the office in Parrish Hall where Billy had spent so many watchful hours of the night. The inscription on this tablet reads as follows:

This Tablet is Erected

To the Memory of

William Mullin

1841 - 1905

Affectionately Known as

"Billy"

Who during Twenty-Eight Years as

Night Watchman Faithfully Safeguarded

Swarthmore College

And the Lives and Property of Its

Faculty and Students

"Watchman, What of the Night?"

"The Night is Far Spent, the Day is at Hand."

TOM DOLPHIN AND THE RAILROAD STATION AND BRIDGE

The railroad station-agent and postmaster at Swarthmore for many years was Captain Thomas Dolphin, a Civil War veteran of grim manners and kindly heart. As the dispenser of railroad tickets to students starting for home on holidays, or to Philadelphia and Media on pleasure bent, and as the guardian of letters from home-folks and to others, Tom was one of the best known and popular personages adjacent to the college campus. His fame and some of the reasons for his popularity among the students are immortalized in one of the songs in 1893's collection. It is ^{entitled} "Tom Dolphin", and was written by Edward Martin, 1878, to the tune of "Ben Baxter." Its chorus is expressive of merriment and not much else; but its words carry weighty meaning, and are as follows:

- 1. Tom Dolphin at the station,
A jolly fellow he!
And when we took the midnight train.
Why Tom he could not see!
Why Tom he could not see!
Why Tom he could not see!
- 2. Now Tom he liked his baccy,
And liked so did we;
But when we puffed the noxious weed—
Why Tom he could not see!
Why Tom he could not see!
Why Tom he could not see!
- 3. Sometimes there came a letter,
Which note to Prex. would be;
But when he said: "Tom hand it out!"
Why Tom he could not see!
Why Tom he could not see!
Why Tom he could not see!
- 4. When we go back to Swarthmore,
To Alma Mater's knee,
Whose smile so bright, whose grip so tight -
As Tom's, for he can see!
As Tom's, for he can see!
As Tom's, for he can see!"

Chorus:
 With a chip shop! sherry shop! Fol
 de riddle sop!
 Chip shop! sherry shop! Fol
 de rol rdy!
 With a chip shop! sherry shop!
 Fol de rol riddle sop!
 Chip shop! sherry shop! Fol
 de rol rdy!

The first railroad station was between the railroad and the college campus;

The railroad company was naturally much
eager to welcome the new college to its route,
& it lent its cordial cooperation. It not only
changed the name of its station to the name of
college, but

Tom Dolphin & the R.R. Station & Bridge

- 2 - 57

December, 1876, the board was able to report: "Among the improvements made on
the property during the year should be mentioned a new and commodious station, now being
erected by the West Chester and Philadelphia Railroad Company, on ground leased to it by
the College for this purpose."

The railroad bridge over Crum Creek and its valley was wide enough only for a
single track, and, at its considerable height, crossing it on foot by a narrow plank
was a decidedly "ticklish" proceeding. Since trains between Swarthmore and Media were
very few and far between, especially in the evenings, student revellers had ~~very~~ frequently
the choice of walking over the railroad bridge, or a long way around across the bridge
over the Crum on Baltimore Pike, or at the dam a mile farther down. Youthful courage
and nerves were quite equal to the ordeal; but even for them, it seemed too cruel a
"hazing" stunt. Older employees of the college incurred real danger, and one of them -
who was somewhat befuddled by strong drink - ~~had a serious accident.~~ ^{had a fall with serious, though}
^{not fatal, consequences.} In 1895, a new and wider bridge was
built.

[quote p. 37¹⁻²]

1 - Stockholders' Minutes, 1876, p. 50. A year later, it was reported that the station
had been completed.

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SAM GUYER

An employe in Science Hall, named "Sam" Guyer, performed many years of faithful service; but, having a rather rough exterior and a disposition suspicious of the rest of the world and especially of the propensities of college students, he and they carried on a perennial feud. As early in his career as 1888, the Halcyon devoted to him the follow-

1

Chaucerian stanza:

"A man ther was of Science Hall also
"That unto science hadde longe igo
"And schorte was he sothly for to say;
"Of his visage to tellen as I may
"It had a sorrowful expressioun,
"For swich as this was his condicioun
"That all the boys and maydes for despyt
"Him for to raisen tok a schure delyt.
"His werk was in a chemist's laboratory,
"Or in the lectur^es on a higher story.
"Wel coude he use air-pumpes or measure gasses
"Wel coude he cleane room, or wasche glasses,
"Who cou^d the ryme in Englissch properly
"His martyrdom? for sothe it am not I;
"Therefore I passe as lightly as I may
"With nought but Farewell, Sam, and have good-day."

Sam was decidedly meticulous as to economy and order in the laboratories under his janitorial care. He was accused of "making the students pay higher for test-tubes and things that they break in the lab. ² than the retail rate." He tried to enforce strict rules which were caricatured in the following Rules and Regulations for the use of

3

"Dr. Samuel Guyer":

- I. The seats in the Engineering class room must be changed at least once in two weeks.
- II. Students in the Chemical Laboratory must not be allowed to use the $C S_2$ as hair oil or handkerchief perfume.
- III. Students asking for citric acid to make lemonade must be supplied with $(COOH)_2$.
- IV. Students must not be allowed to pour good precipitates into the slop jar, they must save them and extract the elements for a second use.

1. Halcyon, 1890, p. 115.

2 - Ibid, 1892, p. 127.

3 - Ibid, 1890, p. 121.

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✓V. Students must not be allowed to waste the chemicals by eating them; it is extravagant and any student making himself sick in this way must be charged \$1.67 $\frac{1}{2}$.

Further rules were attributed to "Dr. Sammule Smith Guyer, Bachelor of Janitry, Night-President of the School of Chemistry." These were directed to the assistant instructors, as well as to the students:
1

"It is very dangerous for innocent young professors to venture into the city too frequently. There are cases on record where youthful instructors have been arrested as runaway husbands, and seriously embarrassed thereby. Ich will nach Swarthmore gehen wenn die Obrigkeit nichts dagegen hat.

"Do not experiment with dangerous reagents in the way of explosive gases with which you are not familiar. A valuable gasometer was once destroyed in this way, and a class of preps were frightened out of a year's education.

"Do not show favoritism in your attention to the students. The young men feel grieved when you devote all your time to the young ladies.

"Do not show disrespect to the Night-President. He feels the importance of his position, and does not relish bombastic orders from subordinates.

"To the Students: - Follow my example, and keep out of the Day-light.

"Do not ask the Professor the atomic composition of ortho-nitro-phenyl-propionic acid or similar reagents when he is busy. 'We professors' will consider a breaking of this rule to be a sufficient cause for conditioning the perpetrator.

"Always laugh when the Doc. tells you that you have used enough of a reagent to supply the laboratory for ten years. He likes appreciation and remembers it.

"Never question the Night-President when he presents your breakage bill of \$4.35 for the total destruction of a test-tube and a piece of wire gauze. Remember that distilled H₂O and C.P. H₂SO₄ cost money, and the services of Dr. Guyer himself are valuable.
2 2 4

"Them students must realize that 'we' can't run this department for nothin'."

The source of the "Day-light" alluded to in these rules was Dr. Day, professor of chemistry, who was regarded as a scientific neophyte by his janitorial assistant. The students were naturally delighted whenever they found the two officials in animated discussion; one of the "Sights worth Seeing" was "Sam and the Dr. disagreeing";¹ and one of the "New Books" advertised was the "Autobiography of Samuel Guyer, with special chapters on 'Chemistry as She Should be Taught' and 'The Broad Method', etc., etc."² 3 vols., 8 vo.³

1 - Ibid., 1899, p. 136.

2 - Ibid., 1899, p. 142.

41

~~STEVENS~~
Some other Old-Time Employees.

Two Negro waitresses: Fanny (who could ring the bell for meals through the first floor, east and west halls, in three minutes), and

Martha (who required ten minutes for the same task).

"Lu the Laundry": Considered a Doctor Jekyll in private life, but a Mr. Hyde officially. Her fame was sung by a Halcyon poet of 1901 as follows:¹

*When the legions of Napoleon
*From the conquering allies flew,
*Europe boasted, 'There can never
*Be another Waterloo.'
*But our little Quaker College
*Proves this statement all untrue;
*For the mistress of the Laundry,
*Is she not a 'Water Lu?'"

Another Halcyon bard expressed the general exasperation with Lu's and the Laundry's alleged handiwork, in a skit entitled "The Modern Dr. Jekyll and Mr. Hyde, or Swarthmore College Catalogue vs. Swarthmore College," as follows:²

"Dr. Jekyll (Anticipation): 'The college laundry does good, efficient work at very reasonable rates.' Mr. Hyde (Realization): 'A weekly visit to the laundry will be required if you to identify the remains of the missing members of your none-too-extensive wardrobe, and if too many have not preceded you in their visits of identification, you may be able to secure enough to run you through the next week.'

N.B. - All flannels should be purchased at least five sizes too large, as the laundry Department is inclined to treat the wash-water with a sufficient amount of green persimmon juice to contract the aforesaid garments into mere apologies of their former selves."

- Halcyon, 1903, p. 170.
- 1898, p. 139.

42

THE INFIRMARY AND RACHEL EVES

The predecessors of the present "Pest House" were two semi-isolated rooms, one in the end of the west hall of Parrish, and one in the end of the east hall. A succession of "practical nurses" cared for the latter, which was patronized by the invalided girls; and for many years, a most kindly Quaker lady, named Rachel Eves, presided over "the infirmary" for the boys.

The first tribute to this "guardian angel, when pain and anguish wrung the brow" of the invalided youths, appears in the Halcyon of 1888, in the form of the two following stanzas¹ included in the "Tempest":

(Miss Eves enters with cup of composition tea,² and says:)

*I don't feel like speaking [to the faculty?],
*But cannot help thinking
*That boys will be boys, come what may;
*Yet in spite of their fun
*They've kind hearts, ev'ry one,
*So I'll give them my best care always.

(Grand Chorus of West Wingers)

*Guardian of the Nursery,
*Tunes of praises we sing to thee!
*Thou who our every pain allayed
*With good cream-toast and marmalade;
*Told what cough-cure 'twere best to use,
*And cheered us when we had the blues;
*Gave kind advice, cared for us all, -
*The equal friend of the great and small.
*For Freshmen and Seniors and Preps are we,
*But 'my boys' all in our honor of thee."

jammees and tartes
"And that kinde soule of
O Ray - shell, where is she,
Who took us in when we came
And presse unpleasantie?
Within whose stove we steyde
And made
Our meals on marmalade."

Perhaps one of the tricks played upon understanding Miss Eves is illustrated by a definition in the Halcyon of 1891:

"Infirmary: A popular recuperating resort for mental invalids unable to stand the rigor of examinations." *Or, as a Phoenix poet sang:*

That Miss Eves was not wholly oblivious to student guile is evidenced by a song in 1893's collection, entitled "Rachel had a Little Lamb," some of which runs as follows:²

1 - Halcyon, 1888, p. 105.
2 - Ibid; 1893, p. 211. It was written by Edward Martin, 1878, and James E. Verree, 1883.

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"Rachel had a little lamb,
 "Little lamb, little lamb,
 "Rachel had a little lamb,
 "Its face was white as snow,
 "And everywhere that Rachel went,
 "Rachel went, Rachel went,
 "And everywhere that Rachel went,
 "The lamb was sure to go.

"But Rachel was not fresh as he,
 "Fresh as he, fresh as he,
 "But Rachel was not fresh as he,
 "She was onto his tricks,
 "She grabbed him by the neck, did she,
 "Neck did she, neck did she,
 "She grabbed him by the neck, did she,
 "And poured down number six.

"It gamboled out of class one day,
 "Class one day, class one day,
 "It gamboled out of class one day,
 "And sought the nursery door.
 "And in a sickly voice did bleat,
 "Voice did bleat, voice did bleat,
 "And in a sickly voice did bleat,
 "My head is very sore."

"Alas! Alas! That little lamb,
 "Little lamb, little lamb,
 "Alas! Alas! That little lamb,
 "No more we'll hear its bleat.
 "A marble stone is at its head,
 "At its head, at its head,
 "A marble stone is at its head,
 "Another at its feet."

Those "Thompsonian" remedies, "composition" and "number six", so dear to the heart of Miss Eves, were not really considered (even by that renowned physician of later years, Dr. Edward Martin, one of the authors of the poem) as fatal as indicated; but they evidently held a potent dread for youthful palates, and were regarded as sovereign remedies in the infirmary, or nursery, of the "east wing" as well as the west. A Halcyon poet (or poetess) of 1897-98 gives the following idea of "composition" as a panacea, under the title, "The Eastern Remedy":

"A pain have you got, my poor dear -
 "A cold, did you say, or an ache?
 "Some good composition tea, here,
 "Now, come, won't you try for my sake?"

"Oh, yes! you've been out in the wet:
 "Beware of pneumonia, dear!
 "Now this is the best thing to get,
 "Some good composition tea, clear."

"Dyspepsia, or chill, did you say?
 "I see that you feel very weak;
 "Well, try composition tea, pray, -
 "My child, you fell into the creek!"

"Ah! from composition tea's might,
 "Ah! from composition tea's sway,
 "Ah! from composition tea's sight,
 "Good Lord, O deliver us, pray!"

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1 - Ibid, 1899, p. 112. Susan S. Cassin, who came to the college in 1869 as "Assistant in Charge of Nurseries and Dormitories", and remained in charge of the east wing nursery for a score of years thereafter, earned the reputation among the girls of regarding milk of magnesia as a close second to composition tea.

The health of Swarthmore's students continued from the very first to be so extraordinarily good that the two infirmaries had but very few contagious diseases¹ worse than measles to deal with. Even in the most strenuous football season, very few injuries incurred in this game were too serious to be treated in the college nursery. One September, a student of rather advanced years arrived at college with a disease which was speedily diagnosed as small-pox. He was immediately transferred to the Philadelphia hospital; but the entire college community had to undergo a siege of vaccination. This vaccination ordeal had been preceded by less universal ones; and the editors of the 1896 Halcyon seized² one of these to make the following jibe at its rivals:

"Two athletic 95's plucky to the core,

"Swooned at the sight of a vaccination sore."

One, not serious but widespread, epidemic which sent numerous victims temporarily to the two infirmaries was the "pink eye." It appears to have afflicted especially the girls, one of whose admirers wrote for the Halcyon of 1903 the following poem on "Eyes of Pink":

"While poets sing of 'Eyes of blue,'
 "I'll sing of eyes of pink,
 "For they are quite the proper thing
 "At present, don't you think?

"O eyes of pink, O eyes of pink,
 "A magic lurks in you
 "That is not felt at all by those
 "Whose eyes are simply blue.

"Your pale, pathetic pinkness,
 "With a shading of maroon,
 "Bears with it an impression
 "That is not forgotten soon.

"O maiden fair with eyes of pink,
 "Can you doubt my heart is true,
 "When I say I love you twice as much
 "As when your eyes were blue?

"Eyes of blue and eyes of black,
 "Eyes of brown and gray,
 "Win poets' praises now no more,
 "Pink eyes have won the day!"

- September, 1901; the vaccination ordeal was duly chronicled in the Halcyon of 1903, p. 157.

- Ibid, 1896, p. 110.

3 - Ibid, 1903, p. 142.

When Miss Eves was transferred from the nursery of the west wing to that of the east wing, she was succeeded in the former by Miss Sarah D. Coale, This former teacher in the Baltimore Friends School was a lady of much the same kindly type as her predecessor; and she too gained the respect and affection of the boys of a dozen years before 1902, although she became known to more and larger classes after the turn of the century. In the former period, the Halcyon of 1895, has the following stanza in its "Mother Goose up to Date":

Our Miss Cole

Is a merry old soul,

And a merry old soul is she.

She gets the boys tea

When they in nursery be

And she works for her fav'rites three.

SKATING on the Crum

"Skating on the Crum" became, soon after the end of the century, only a legend, or at the most a pastime rarely indulged in. But in the first generation it was a regular and favorite sport. Winter weather varied, of course; and ~~after one sad drowning accident in 1886~~ ^{December, 1} a committee of the older and most reliable students was regularly appointed to test the ice and post notices as to when and where ^{skating} it was entirely safe.

Only in accord with these notices was the student body permitted to enjoy the sport. [insert p. 46]

The Crum below the railroad bridge was not bordered by college land until 18 ; above the bridge, it was narrower, deeper and swifter, so that skating did not attain its full popularity until the students could avail themselves of the broad, winding stream between the bridge and the dam. This section of it flowed between banks beautifully clad with deciduous and evergreen trees, which formed a splendid medium through which to view the setting sun, and which mingled their shadows with the light reflected from the ice.

The beauty of nature, however, was rivalled or excelled by the pleasure of "co-educating" which this sport provides so admirably. As early as 1886, we find a Halcyon poet portraying this feature as follows:

"When to the banks of Cydnus
 "(Poetical for Crum)
"Adown the slippery woodland path
 "The Swarthmore lasses come
 "Skating,
"And skates are on, there comes the time
 "(So delicate and nice)
 "Of mating,
"Before we glide across the ice,
 "Gyrating.

"One day the skating was not fine,
 "Nor pleasant was the weather,
"But still we struck off down the creek,
 "Ma belle and I, together
 "Prating.
"Say I: 'On such a day as this,
 'I can't conceive what led
 " "You skating.'
"She turns and whispers low: 'Co-
 " "educating.'"

1 - Cf. Halcyon, 1893, pp. 136-7. 2 - Halcyon, 1888, p. 81.
~~Halcyon, VI: 81-84. Frederic B. Sitwath, a member of the senior class was the student.~~ 450
~~(she was drowned)~~

Other poems, in prose and verse, on "Skating on the Crum" are to be found in the juniors' year-book¹. An especially enthusiastic one comes from the Halcyon of 1897, and is as follows:

"What a bright, merry scene is presented every winter afternoon that the ice on the Crum is thick enough to bear the skaters! Youths and maidens - yes, and older ones, too, those experienced in the art of skating, and those just learning - all join heartily in the fun, and their gay laughter and happy voices form a fitting accompaniment to the ring of the steel and the occasional deep boom of the cracking ice. Was there ever a sport so invigorating, so perfectly delightful as skating? How smoothly and gracefully the couples glide onward! Flying seems almost easy after that airy motion. All along the course they are seen, from the dam to the railroad bridge, wherever the Crum pursues its winding way - now between high, tree-covered banks and now between far-stretching hayfields. Almost all wear gay caps and sweaters, which contrast brightly with the sombre background of leafless trees and dun-colored earth; but the Swarthmore garnet predominates.

"Not all are skating straight ahead, however. Here and there, wherever an unusually smooth stretch of ice can be found, some one is practicing fancy strokes; and at intervals, along the banks, are groups of twos, who have grown weary and must needs rest. Near the inn, on the float, and by the boat-house quite a number are usually gathered, some putting on and some taking off their skates, some watching the games of hockey, and others who have come with the sole aim of being sociable. What a happy, careless time it is! Lessons and other duties are forgotten, and each one abandons himself to the spirit of the hour. And then the twilight bell rings. Oh! that twilight bell!"

Another poem, in verse, ends as follows:

"Through the maze of memory thronging,
When release from care we seek,
Ah! there comes a heartfelt longing
For a skate on old Crum Creek."

1 - P. 120.

2 - Ibid., 1898, p. 141. {Picture.}

Occasionally, two languages were required to give expression to the enchant-
 1
 ment "Auf den Crum:"

"In einen kühlen Grunde
 "Da fließt der alte Crum
 "Woran die Schüler skaten
 "Und co-educaten some.

"Die Knaben spielen hockey
 "Und 'hookey' zu, vielleicht,
 "Und sagen zu dem Lehrer,
 "Ach! Lehrer, sie sind leicht."

"Mit Mädchen aber ist es
 "Die meisten fun zu skate,
 "Und bleiben auf den Schlittschuh'n
 "Und komm'n zu supper late.

"Und wenn es dunkel werde
 "Es giebt uns alle Glück
 "Zu walk up mit dem Mädchen
 "Wobei wir würden stick.

"Es ist ein steepen hillside
 "Worauf wir kommen must:
 "Zu helfen auf die Mädchen
 "Wir nehmen grosse Lust.

"Ach, Crum, wir möchten immer
 "Auf deine Strom zu skate,
 "Und machen unser Leben
 "Ein lang Co-educate."

[chant f. 47²]

Another poem as late as 190², after detailing the woes of each of the college
 2
 asses, ends with the following "Consolation":

Yes, truly, we're in a deplorable state,
 And sad is the life that we lead,
 For we're hustled and hurried from morning till night
 In a heart-rending manner indeed;
 Yes there're gains for our losses and balms for our pains;
 And just let us bear it in mind,
 And be glad that in good skating-weather a large
 Crum (b) of comfort we easily find.

1 - Ibid, 1899, p. 112; cf. also Ibid, 1892, pp. 136-41.

2 - ^{re allegor.} Ibid, 1902, p. 154.

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THE DINING ROOM

One of the vital nerve-centers of colleges, as of all young (and old) people's institutions is the festive hall which attracts all of every class three times regularly every day. Hence, it is one of the most prominent and enduring targets of student wit and satire.

To Swarthmore's dining room (where "Excellent boarding: the dining room floor" could be procured at stated hours), its devotees were summoned by a large brass hand-bell within Parrish Hall and by the college bell outside. Inspired by Poe's example, a student poet struck these bells as follows:

1

*Hear the ringing of the bells -
 *Dinner bells!
*What a lack of nourishment their melody foretells!
 *How they tinkle, tinkle, tinkle,
 *Through the halls so long and quiet,
 *While the pies that oversprinkle
 *All the kitchen, seem to wrinkle
 *In a terror and a fright.
 *Thinking hash, hash, hash,
 *How our teeth we often gnash!
*And when coming nearer, nearer, as our appetite impels,
 *Oh, what smells, smells, smells, smells -
 *Smells - such smells!
That our latest thought of turkey all common-sense dispels.

No matter how loud and insistent the warning of the bells, there was always a wild scramble of too-leisurely students to cross the sacred threshold before the door was closed in their faces and they were left outside with three alternatives: to go without the meal, to forage for it somewhere on the campus or in the village, or, finally, to enter the dining-room when the doors were opened and "sign up" for tardiness.

Since this last alternative brought letters of remonstrance to ^{and from} parents, when too frequently resorted to, the signatures were some times of strange chirography and significance. Such names as Spinach, Bean, etc., and a uniform or illegible handwriting would grace or dis-grace a page now and then. The problem from the student's point of view ^{was} ~~is~~

1 - Ibid, 1897, p. 121.

analysed in the following "Soliloquy (Imploring Shakespeare's Forgiveness)":

To sign or not to sign, that is the question;
 Whether 'tis nobler in the mind to suffer
 The grins and gestures of outrageous colleagues,
 Or to take the pencil 'gainst a sea of troubles
 And by our signing face them? To sign, to eat
 Once more; and when we eat, to say we end
 The hunger and the thousand natural pangs
 The flesh is heir to, 'tis a consummation
 Devoutly to be wishes. To sign, too much,
 Too much, perchance the 'steenth, ay there's the rub;
 For by that signature what threats may come
 When our paternal learns how much we're late
 Must give us pause; there's the respect
 That makes the signatures of so much weight.

For who would bear the whips and scorn of Prex,
 The pater's wrath, and Dean Bond's worried glance,
 The pangs of efforts lost, and wasted haste,
 The certainty of trouble, and the spurns
 That tardy fellows of the unkind ones take,
 When one to all this might a quietus put,
 By just mere bluffing. Who would trouble take
 To stop and sign upon the tablet there,
 But that the dread of something like a "squelch,"
 The unremitting glances from whose frown
 The bluffer ne'er recovers, weakens the will,
 And makes us rather face the ills from home
 Than fly to others that we know too well.
 Thus conscience does make signers of us all.

The familiar mad rush of tardy students to the dining room was reflected frequently in the pages of the Halcyon. At breakfast especially, which must be sought within the dining room before 7:00 A.M. (before 1890, or 7:30 thereafter), students were caught by the artist and poet in their wild flight down the stairs of both the west and east wings.² Even the girls (perhaps especially the girls) participated in the scramble:³

✓The stairs were full of shouting girls
 ✓Mad rushing toward the dining-room,
 ✓Arranging pins and straggling curls
 ✓Within the hall's protecting gloom.

✓Ple-a-s-e wait a minute, I'm but half-dressed!
 ✓The minutes passed: one, two, three, four;
 ✓And then with pity unexpressed
 ✓St. Peter closed the door.

1 - Ibid, 1901, p. 132.

2 - Halcyon, 1890, p. 128; 1894, p. 132.

3 - Ibid, 1898, p. 113.

Occasionally, an exceptionally rapid adept in dressing and running succeeded in coming in under the wire within the time limit; for example, it is recorded that one Sunday in January, 1898, "B — makes supper [at six] from 5:59; others also ran." But, alas, what appearances were thus presented!

This rush to the dining room to be in on time was particularly incumbent upon the men students who took turns at waiting upon the tables. The service of these amateur waiters left much of both omission and commission to be desired; and the Halcyon gave frequent expression to the desire for professional^{also.} For example:²

¶ On equal footing, Sophs. and Seniors meet;
¶ Alike for bread and gravy they compete;
¶ Alike obedient to the maiden's call,
¶ They rush the vegetable dish to fill;
¶ Or on the floor the knives and forks they spill,
¶ In Swarthmore's Dining Hall.

¶ We fear our labor ne'er shall have an end,
¶ Unless some well disposed, worthy Friend,
¶ Shall endow them all;
¶ When smiling waiters shall be hired to bring
¶ Our viands to us, hymns of praise we'll sing
¶ In Swarthmore's Dining Hall."

This complaint ^{had been} suppressed - in print - until the late 1880's; for the "well disposed, worthy Friends" of the early years thought it a desirable lesson in economy and democracy for the boys to act as waiters, however "dumb" they might be at first. These reasons did not impress the effete 1890's, however, and a Halcyon poet of 1891 dreamed of the time when skilled (or, at least, ^{non-college} outside waiters would be employed.³ Most promptly and unexpectedly this dream was fulfilled; and a poet of 1892's Halcyon could write:⁴

¶ Now one year has quickly passed
¶ Since was written by the poets
¶ Of that class called Ninety-one,
¶ That perhaps things might be altered,
¶ So that in the far-off future,
¶ The poor boys would be excused
¶ From that long and irksome task,
¶ Waiting on the dining table.

1 - Ibid, 1899, p. 139.
2 - Ibid, 1890, p. 124.
3 - Halcyon, 1891, p. 126.
4 - Ibid, 1892, p. 115.

We remember them, at dinner,
 Running quickly after bread,
 Going to the pump for water,
 But this now has all been altered,
 And the old familiar scenes
 That were then so entertaining
 Have been changed by introducing
 In the feasting hall at S'more,
 Some new features known as waiters.
 When at six we quickly gather
 And the silent grace is ended,
 Then the door is quickly opened
 And from out its open portals
 All these useful persons pour.
 They are all of different sizes,
 Some are short and some are tall,
 Some are thin and others stouter,
 Some move quickly, others ~~more~~ so,
 More resembling in their movement
 That old creature called the snail.
 We can find among their numbers
 Some such famous ones as these:
 Jack and Charley, noted athletes,
 Famous on the foot-ball field;
 Mary, often called, Sylph; *the*
 Old Aunt Rachel, but none swifter,
 And the relict of that hero,
 Famed McGinty do we find.
 They've the virtue of variety,
 Yet in spite of all their faults
 We appreciate most fully
 Their strong worth and usefulness,
 And we thank our college rulers
 For the benefit bestowed,
 And we say gratefully, truly,
 Thanks for these, our useful waiters.

But no more uniform and polished waiters could be afforded during the following
 years of the Depression; and, indeed, even the first ill-conditioned ones had to be dis-
 carded. So that we find the old desire being urged:

Waiters wanted! Waiters wanted!
 Next morn that sign appeared upon the door.
 Waiters wanted! Waiters wanted!
 For the boys won't hustle water any more.
 So when they all come down,
 They meet us with a frown,
 And they groan - Waiters wanted!

To help with the finances, and to check the growing deficit in the operation of the
 dining-room, the authorities adopted the plan of selling "meal tickets" to visiting friends

ibid, 1897, p. 131.

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of the students and to all other guests. The enforcement of the rule was entrusted to Miss Mary P. Eves, younger sister of Rachel, who was for many years "Matron of the Central Building," in which capacity she received strangers, supervised the housecleaning, and dispersed information of varied kinds. The innovation - chiefly because it was an innovation, and not because of its financial aspects - and its administrator were at once satirized by student conservatives. "A sight worth seeing," they said, was "Miss Ev - - perceiving a strange face in the dining-room"; and the ticket box called forth the following effusion, "Ef you don't Watch Out":

A little tin meal-ticket box has come to College to stay;
 It hangs upon the door just to keep our friends away,
 And take in the money the poor Alumni have to pay
 When for breakfast, lunch, or dinner they happen out this way.
 An' all us College students are as mad as mad can be;
 We stand around the College halls and talk, yet all agree
 If you look real independent you can miss the fee, no doubt,
 But the matron'll git you

Ef you

Don't

Watch

Out!

Once't they was an Alumna here who didn't pay the price
 For her luxuriant Swarthmore dinner, composed of bread and rice;
 An' she hurried past the parlor door to make the 7.01,
 But 'fore she touched the door-knob she wondered what she'd done,
 For some one took her by the sleeve, and said, in accents grave,
 You haven't paid your bill!' - and such a look she gave
 That the maiden paid her quarter with just a little pout,
 An' the matron'll git you

Ef you

Don't

Watch

Out!

An' this little ticket box, when the year is past,
 An' all the good Alumni have paid their bills at last,
 Will be full to overflowing, an' the College won't be poor,
 An' perhaps then better meals we'll be able to procure.
 So you'd better mind the managers, an' pay a little money
 Even if the food doesn't taste as sweet as honey;
 But when you do not want to pay you'd better look about,
 For the matron'll git you

Ef you

Don't

Watch

Out!

The evasions were considered so universal, however, that it was an event duly recorded in the Halcyon's Calendar, on January 14, 1898, when "a meal ticket was found in the box." Miss Eves's retirement in 1898 was also accounted for as follows: "Dear friend, - - - but the real reason for my leaving Swarthmore was those new meal rules. I wasted more energy and breath in a month trying to get money out of the visitors and Alumni for their meals than my constitution would allow. But now I am at leisure, and shall be happy to see thee at any time. Sincerely thine, Mary Eves."

The food served in Swarthmore's dining room, as in every college or other dining room where young people have tried to appease their appetites, was a subject of perennial derision. Some epicures, it was said, could find suitable nourishment only in the omnipresent molasses and bread; but this harmless but ^{too} meagre diet proved fatal to them: ²

"There was an old student, or so it is said,
 Who lived upon nothing but syrup and bread;
 Syrup and bread were the whole of his diet
 And now that old student's eternally quiet."

"Ménus" at the "Hotel de Swarthmore", supposed to reveal the status of the meals, often appeared in the Halcyon: Soups, fish, roasts, game (dominoes, croquet, tennis, lame luck, goosey gander), tongue, bread (well, stale, ill), entrées (dark, cold, rain water), vegetables (hard corn, acorn, turn-up nose, dead beet), pastry (mucilage, glue, satin gloss starch), cold dishes, desserts (yeast cake, soap cake, hoe cake, slip and go down, cold cream), fruits and nuts (doughnuts, mock oranges, horse chestnuts, green persimmons), and ^{beverages} ~~liquids~~ (Adam's ale, hot water, Crum Creek), and many other facetious delicacies were used as ^{justifying} darts and slings against the housekeeper and cooks. Hatchets were to be permitted at dinner in the evening, to be used on the beefsteak; hash, of course, served as the pièce de résistance at table and in verse; and "To Oure Swarthmore Choppes", a Chaucerian stanza ^{was} ~~is~~

- Ibid, 1900, p. 132.
- Ibid, 1898, p. 132.
- Ibid, 1891, p. 127; 1896, p. 114; 1899, p. 129.

1
dedicated:

Oh, choppes/ of ye sclendre luncheon tyme!
Of ye, forsooth, shul nouthe be min rym.
Our circumstances ben in thise gyse,
Lyk friendly Geffry Chaucer yow devyse.
"Repleccioun ne made hir nevere syk,
Attempree dyete was al hir phisyk."
So, litel pigges, graunt us now this boon,
Sin that ye knowenoure condicioun;
Nat to gete so tuff and run aboute,
But rest a whyle, to geten verray stout.
And this I pray unto your curtesye,
Beth tendre agayn, or elles mot we dye."

Even such occasional delicacies as panned oysters were satirized. The label, No Replenishing, is unnecessary on the panned oysters for Thursday lunch, for one apiece is a great sufficiency. Oyster soup, 99% H₂O, one oyster pr. qt., accompanied by grape shot crackers are to be had on certain established days, with the unchanging regularity of the heavenly bodies.

The ode of a biological student, "To an Oyster", apostrophizes the "most reserved of marine Lamellibranchs:" "Thou who in this tureen reposest solitary, "Like the Vergilian ship, in gurgite vasto," and in sonorous scientific jargon recognizes in it a primordial kinship to his own ancestor, acknowledges "a strange affinity, a violent attraction quite inexplicable," and bids it "come, most worthy bivalve, to cultivate a more intimate relationship."

Adding insult to injury, the menu was supposed to be weighted with literary gems between the courses, such as: Do we eat to live or live to eat? Would'st thou both eat thy cake and have it? Drink down all unkindness. Now good digestion wait on appetite, and health on both. Serenely full, the epicure would say: Fate cannot harm me, I have dined today. But, on the contrary, it would sometimes be claimed that the reason for failures in examinations was "indigestion after our hearty lunch."

The rigors of the menu, it was claimed, were mitigated once a month when the board of managers met and lunched at the college. A "Calendar" records: "12 Mo 7th [1897] Meeting

1 - ~~Ibid, 1896, p. 109~~ 1901, p. 144.

3 - ~~Ibid, 1901, p. 145~~ 1898, p. 139.

5 - ~~Halcyon, 1899, p. 139~~

~~Ibid, 1896, p. 114.~~

2 - ~~Ibid - 1898, p. 139~~ 1896, p. 109.

4 - ~~Ibid, 1896, p. 114~~ 1901, p. 145.

6 - ~~Ibid, 1899, p. 139~~

1

board of Managers. Hot rolls for lunch;" and a versifier inquires:

"Oh, tell me why, on Managers' day -

"In an old Quaker college, staid and gray,

"Where everything new is judged indiscreet -

"They give us civilized things to eat?"

Beyond "Managers' Day", the students looked forward to a happier future which should bring them the fat of the land. A Halcyon artist thus depicted "The Real and the Ideal"; and a poet sings of that roseate future:

1/Oh! with honey and wine

1/And with everything fine

1/Is our table e'er spread;

1/And we truly are fed

1/With the dainties most sweet

1/That each season we meet.

1/Epicur^{us}'s own son

1/Are we now, every one,

1/As we sit down to dine

1/At this board superfine.

1/I'm glad it's so here,

1/Aren't you? aren't you?"

1 - Ibid., 1898, p. 106.

2 - Ibid., 1894, p. 126.

3 - Ibid., 1899, p. 129.

EATING CLUBS

To eke out their frugal college meals, and in the futile hope of entirely appeasing their healthy young appetites, many of the students organized or joined a variety of eating clubs. The long series began (in so far as advertised) in 1883, when "The Hungry Fifteen" organized a "Sophomore Cooking Club", with such officials as commander in chief of the batter, buckwheat annihilator, chefs de culinaire and auxiliaire, with fifteen degustateurs and such passwords as: Mach auf hurtig, Prex komat; hash-sha-lom (Hebrew). bene fac et non time.

A senior eating society, "The Cauldron Club", and "The Jolly Junior Jelly Jug-
glers" appeared in 1891. These had as officials, the keeper of the great appetite, advo-
cate of table etiquette and fair play, chaplain and wearer of the long gown, unconscious
contributor of supplies, etc.; but they were of brief duration. Other temporary clubs
were: The Sugar Trust (1890-92); Eta Pie (with the yell: "Lemo and crackers, Ice Cream in
bricks, Sugar for three, one four one six"); Y^e Kaatⁿkippe Klubbe (a girls' club, with the
object of drinking catnip tea and talking of the neighbors); The Upper Ten-and-a-Half
(with such members as the ice-pitcher, the cackler, ~~and~~ ^{the} blusher, the curls, the beautiful,
~~beside~~ the half); Dopeleven (with a cook and boar's head as emblem); Chi Theta (with a
chicken house, thief, dark lantern and captured chicken, as coat of arms); Paresis Club
(the membership consisting of supreme keeper of the stein, chief bung inspector, knight of
the spigot, D.T.'s, and silent members-in speech only); ~~and~~ D.G.S. (with initials only
given, but alluring table spread); and *The Bachelor Maids of '99.*

Of perennial popularity, were: The Big Ten Eating Club (founded in 1889, and
supplied at one time with a wigwam, war-whoop, war-paint, council-fire, and warriors with
far western names, and supplied always with ample buffalo meat, or its equivalent); Knights
of the Freezer (founded in 1891, with the motto Live to Eat, and with an ice-cream freezer
and ample accessories); *Knights of Pleasure (with the motto Eat, Drink and be Merry, and*
and cook-stove with boiling pots, and a skull, cross-bones and serpents overhead as a sword
of Damocles," or a memento mori); and Ten Hungry Devils (with ten satanic heads focussed

a company of feasting gnomes, flanked by an ice-cream freezer

(Eating Clubs) -

55²

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in a steaming pot: "Our various cares in one great point combine

"The business of our lives, that is - to dine."

"Dire was the clang of plates, of knife and fork,

"That merc'less fell like tomahawks to work."

Before the borough of Swarthmore was amply equipped with eating-houses, "Dame
'ooke's in ye lyttel to^une of Media" appeased the excess appetites of Swarthmore's hungry
tudents.

MUSIC

Although the founders of the college were liberal enough in their attitude towards music as to condemn only what they considered its abuse and not its use in toto, traditional Quaker suspicion of and hostility to it, added to its distraction and "use" within college walls, were sufficiently strong to ^{for nineteen years} prohibit all musical instruments on the premises. This rule applied even to the rooms of those instructors who lived in Arrish Hall, and was an especial grievance to such musical members of the faculty as Professor Hoadley, who had a fine baritone voice and who desired to have his children receive their piano lessons.

There was one noteworthy exception to the rule, and that was in favor of the "Jubilee Singers", who had the double claim upon the Quaker college of representing freedmen, for whom the Friends had done so much, and of not being obliged to rely upon any "instrumental" music than that of their own voices. The first account we have of a letter from them to the college comes from a letter written by a freshman girl to her mother under date of April 4, 1880. This letter was as follows: "Last night I had the best treat I ever had in my life! The Jubilee Singers were out here and gave a concert; - isn't that well for Swarthmore?"

"In Collection, yesterday morning, President Magill began to speak of the freedmen, and of Fisk University, which they had established in Nashville, Tennessee. We didn't imagine what was coming; thought he wanted to take up a collection, or something of that kind! Then he began to speak of the band of singers that had gone out from there to earn money for the University, travelled through nearly all of Europe, been patronized by all the 'great folks', more than doubled the \$20,000 they started out to get, and built Jubilee Hall', at Nashville.

"The President at last said that Isaac Clothier had given a present to the

It is given herewith by kind permission of its author, Alice W. Jackson, of the Class of 1883.

College of a concert by these Jubilee Singers, and they were to be here that evening. - The President couldn't make himself heard in that room for a few moments! You know applause is never allowed here, but the President said that last evening would be an exception. He said: 'Boys, you may clap just as much as ever you've a mind to, until I hold up my hand to stop you; - but I won't do it in a hurry.'

"Imagine the state of excitement every one was in all day! They came in the 6.30 train. The President's carriage went down to meet them. A splendid supper was prepared for them. They were brought into the parlor where we all were, and shown every possible attention.

"The concert began at eight, and lasted until ten. There is no use trying to describe it; if you only could have heard it! Think of the most beautiful thing you can, and then make it ten times more beautiful, and indescribably pathetic, and you will have some idea of what the songs were like. These singers have all been slaves, and it is the realist singing that ever was.

"You ought to hear them sing 'Roll, Jordan, roll.' The leader of the company, F. G. Lordin, has a voice like a bass drum. It seems to have no end, but fills the house and sounds above all the rest.

"This gentleman is tall and fine-looking.

"At the end, he made a speech, and talked like a well-educated man; indeed, he was eloquent, though I don't think he knew it. He said he was glad that they had been the ones to christen Swarthmore College with song, and hoped the example would be followed.- I hope it will.

"Such applause, after every piece! And the President clapped as hard as any one. But the longest round was for Isaac Clothier; - isn't he a splendid man? Nearly all the Managers were here; in fact, it was quite a lively time!"

The Class of 1884, in its junior year, inspired by such vocal treats, or, as they said themselves, "being of a decidedly musical turn", desired in their sophomore year

"to perform the latest operatic music on the usual Friday ["public"] evenings. "Alas!"; they exclaim, "just as we aspired to this blessed privilege, it was found highly objection-¹able by the Faculty."

During the half-dozen years following this musical première, there were sporadic, but unsuccessful attempts to organize orchestras unauthorized by the powers that were. One of these attempts was described in The Halcyon, under the title of "The Orchestra", as follows:² "We understand that a diabolical scheme is being hatched to start an orchestra here at Swarthmore. While sincerely hoping that nothing of the kind will be attempted, we wish to take up our pen in condemnation of the proposed plan; and feel that our words of warning will be more likely to be heeded if we describe the terrible train of evils that followed in the wake of the last organization of the kind. This orchestra met just across the hall from the Halcyon sanctum, and hence we consider ourselves competent to speak in regard to it if any one is. As nearly as we could judge, it was composed of two kettle-drums, three bass-drums, one dinner-gong, two fire-bells, one alarm-clock, one saw-mill, two horse-fiddles, three fog-horns, forte pianos, sixteen hand-organs and twelve sewing-machines. The performance began one half-holiday, at two P.M., and lasted until five, at which time all the survivors in the neighborhood were given a short intermission to consult an auricular physican.

"This orchestra was at its best when playing some Wagnerian opera. The music brought tears to the eyes of all who heard it; while several times the listeners attempted to break the doors down, so as to stop it before their emotions overpowered them. The music began with one wild, blood-curdling, ear-splitting whoop from the fog-horns and horse-fiddles. Then the buzz-saw and sewing-machines were started, while the chief engineer yanked the whistle, and the fireman opened the throttle and put on more coal, until our hair stood on end, and we were limp and faint; - - - As the orchestra got warmed up to its work,

1 - The Halcyon, 1884, p. 40.

2 - ~~The Halcyon~~ of 1887 (published in 1886, pp. 73 - 74.

ibid.

445.

the scene beggar^ed description. An earthquake, tornado, and cyclone all going at once would be silent as the gra^vce compared to the appalling and unearthly noises which it produced. The chandeliers in our sanctum broke, pens wept, blotters wiped their eyes, windows rattled, the ceiling cracked, the walls swayed and tottered, our dog put his tail between his legs and ran howling away; while we, who had read unnerved a whole column from Punch, were obliged to blow our nose and wipe the moisture from the corners of our eyes. This was the first and only meeting of the orchestra, as the faculty reversed its policy and summoned them before its Assembly to show cause why they should not be suspended."

There was freedom, however, for the musical exercise, of the human voice, and a Glee Club was formed in the early eighties, composed exclusively of males. In 1882, "the voices of our present club", we are informed,¹ "are not divided according to the usual way of first and second tenors, and first and second basses, but are divided into tenors, baritones, and basses. As it was impossible to get a double quartette, this division was necessary."

At the same time, the class made the following appeal for a "co-educational" glee club:^b "As Swarthmore is a Co-educational College, its Glee Club should, unquestionably, be composed of both male and female voices. Thus far, all efforts in this direction have failed; but, as the feeling in regard to it is changing, we hope that those concerned will take heart and try again, and that the day is not far distant when their efforts will be crowned with success."

A glee club having been partially developed, the need was felt for a collection of Swarthmore songs. In the spring of 1882, a permanent committee of all four classes was appointed; but as this committee accomplished nothing except to "create ill feeling", another committee representative of all the classes was agreed upon to be elected at the beginning of each college year.² "Ill feeling" apparently persisted, for the collection

1 - Ibid., 1884, p. 73.

2 - Ibid., 1884, pp. 104 - 5.

college songs did not materialize, and musical efforts continued on a class basis. The "Sophomore Nightingales", for example, were functioning in 1886-87, and were satirized in a cartoon in the juniors' Halcyon of that year.¹ The fraternities, too, organized at times ^{ee} through separate quartettes, two for men (Kappa Sigma and Phi Kappa Psi) and one for women (Kappa Alpha Theta).²

But under the leadership of Professor Hoadley, soon after his arrival in 1888, a glee club representing all the classes and including both girls and boys was organized. The Halcyon of 1890 reported this event with enthusiasm as an important occurrence of the year, and stated that "the Club is actively engaged in teaching the young songsters how to warble, that they may have no lack of melodious entertainments next year."³ [~~Cf. cartoons p. 80 of The Halcyon, 1891, p. 80.~~]⁴ Both male and female glee clubs, as well as the mixed college one, continued, however; and the class of 1893, responding to a growing demand, was responsible (in 1891-92) for the first collection of Swarthmore Songs. Their editors explained that the productions of previous Song Committees had reached only manuscript form, and that very few of them had been preserved and handed down to succeeding classes. They offered the following apologia for their own printed collection:⁵ "Realizing that as our college grows older, Swarthmore, as well as her sister institutions of maturer years and greater numbers, should have a collection of songs peculiar to itself, The Halcyon presents to its readers the limited number it has been successful in obtaining, not expecting that they will be used as a book of college songs, but with the hope that they will be an incentive to our students and Alumni to compose new ones, and that they may form a nucleus around which a collection worthy of our beloved Alma Mater may soon be gathered."

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- Ibid., 1888, p. 75. [Picture]
 - The Halcyon, 1893, p. 132.
 - Ibid., 1890, pp. 74 - 75. [Picture in Halcyon, 1891, p. 80]
 - Cf. The Halcyon, 1892; p. 85-86; 1893; p. 131; 1895; p. 77 [Cartoons]; 1896; p. 63 [Photo]; 1897; pp. 79-80; 1898; p. 80 [Photo]; 1902; p. 113; 1903; p. 121 [Photo].
 - The Halcyon, 1893, p. 202.

Among this first collection were several which became perennial favorites, such as "The Garnet of Swarthmore", "Drink her Down", "The Supe", "Foxy George". There were sixteen songs printed in the collection, and half of them were provided with written cores. This notable contribution to collective college life was imitated by the Class of 1898; but its effort was greeted, of course, by the juniors (rivals of 1898) with derision. "They tried to sing!", exclaims the Halcyon scribe; "Published a glee book! The result is that about three people go into the parlor on Wednesday night to sing College songs, and poor Mrs. Bond is in despair for fear 'the dear old custom' will be forever abandoned. Nobody seems to see that it is because the '98's have sprung a glee book on the College without any glee in it."

To train a successful glee club, an instrumental accompanist was deemed necessary, and the authorities went so far as to permit, not only a mixed glee club, but also a piano. It was a gala day at the college when its first piano was installed, in the autumn of 1888, nearly twenty years after its doors were opened! The "instrument" was admitted with the strict proviso that it should be confined to the rooms occupied by Professor Hoadley and his family in Parrish Hall. It was still regarded, the students affirmed, "a modern ignis fatuus, often considered very dangerous to morals and colleges." When, in the late 1880's, it was proposed (and permitted) to move the piano to "Collection Hall" for accompanying a public rendition of "Songs of Nature" by the college girls, the "old-timers" were greatly perturbed and feared that their departed comrades (especially Samuel Willets, the first president of the Board of Managers) would "turn over in their graves."

Finally, in 1895 (October 19), two pianos were presented to the college, and were hailed as "welcome as the flowers in May"! A Halcyon poet (or poetess) greeted them

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- Ibid, 1893, pp. 203 - 214.
 - Ibid, 1899, p. 23.
 - The Halcyon, 1891, p. 130.
 - Halcyon, 1897, pp. 105, 124.

In the following verse:

"The nineteenth of October, ninety-five!

The most wonderful day of the year it seemed;

A day when 'twas good to be alive,

For something then happened of which we'd ne'er dreamed.

What could there be happ'ning to cause such a noise^s,

To cover our faces all over with smiles,

To bring prolonged yells and shouts from the boys

That really they might have been heard for some miles.

There stood at the door of our college, so dear,

A cart, not at all an unusual thing,

But something there was in the cart, it is clear,

That made with our shouting the college halls ring.

Pianos for Swarthmore, it never could be!

Yes, really, in truth, I assure you, my friends,

It was they that then caused the loud jubilee;

'Tis upon them that now so much pleasure depends.

Then to all those who kindly gave us such delight,

We would give hearty thanks, and would wish they might know

That we feel their great kindness we ne'er can requite,

And shall ^Nnever forget what to them we now owe. "
^

Not yet, however, were the pianos to be used ad lib. The more accessible one¹ was kept carefully guarded, and called forth the following "Want Ad" in The Halcyon:

1 - Ibid, 1897, p., 131.

"Key wanted! Key wanted!

"The piano in the parlor silent sits.

"Key wanted! Key wanted!

"Miss Eves is watching there and grimly knits.

"And social hour's most gone

"Before the Dean comes on:

"Cries are heard - Key wanted!"

The worst fears of the conservatives regarding the advent of the piano were partially realized; for it heralded the blossoming forth of instrumental clubs and orchestras of varied kinds; and it was not long() before a piano was permanently installed in "Collection Hall" and used for the accompaniment of hymn-singing in the morning assembly, as well as for innumerable concerts and musicales.

Such organizations as the "Banjo and Guitar Combination" and "Fortissimo", "Mandolin, Guitar and Banjo Club", "Orchestra", "Musical Association", and separate banjo and Mandolin clubs for both boys and girls multiplied and flourished - usually as annuals. Perhaps it was the pretended ridicule of their non-musical college mates which caused most of them to be of only ephemeral existence. This criticism was expressed in both cartoon and verse in the junior year-book; for example:

"Last year we gathered at the din
"Caused by a new brought mandolin.
"This year there cometh on the scene
"The short and stumpy octarene
"Mayhap nextyear old Swarthmore's band
"Will grind an organ for the hand.
"Ye gods! preserve us from this fate:
"To mend, it never is too late."

1 - Halcyon, 1889, p. 72, 81 [Cartoons].
2 - Halcyon, 1892, p. 84 [Photo].
3 - Ibid, 1893, p. 134 [Photo], 1902, p. 114.
4 - Ibid, 1901, pp. 105-6; 1903, p. 123; 1902, p. 112.
5 - Ibid, 1893, pp. 127-8 [Photo]; 1894, p. 82 [Photo], 1895, p. 76 [Photo]; 1896, p. 63; 1897, p. 76 [Photo], 80; 1898, p. 79 [Cartoon]; 1899, p. 78 [Photo]; 1900, p. 98 [Photo]; 1901, pp. 108-110; 1903, p. 123 [Photo].
6 - Ibid, 1895, p. 121.

By 1893, not only were the musical clubs entertaining the college, but in that year the banjo club "performed at Concerts" given in Media and West Chester;¹ and in 1894-95, the mandolin club had "engagements away from College" in Union Hall (Swarthmore),² Tutledge, Media, and on two occasions in distant Philadelphia.

Thus was another prophecy of the conservative Cassandras realized; but their worst dread of all, dancing in Parrish Hall, did not materialize until the Nineteenth Century was dead and buried. It is true that, as early as 1888, the Halcyon editors expressed "A Cruel Vision" in the following stanzas:³

"Dancing, tripping, round we go
On the light, fantastic toe,
Shyly droop her eyelids low -
Passing winds her tresses blow. -

"Waltzing, whirling, in a maze -
All my senses in a daze!
Soft I whisper words of praise -
Ah, her cute, coquettish ways.

"Hearts beat time to rhythmic measure,
Ah, there never was such pleasure!
Winsome maid, with eyes of azure,
She is sure my heart's dear treasure.

"On a sudden all is still!
Where is then that music's trills?
Silvery voice of dainty Lill? -
All is silent, all is still!

"It was but a vision sweet, -
For at Swarthmore 'tis not meet,
We should e'er with tripping feet,
Tread the mystic mazes fleet."⁴

The Class of 1891 was also "looking forward" to the day,

"When the supper is completed,

"In the parlor then we go,

"With song and dance and laughing glee:

"For you must know we dance, I trow."

- Ibid., 1894, p. 82.
- Ibid., 1890, p. 42.

2 - Ibid., 1895, p. 76.
4 - Ibid., 1891, p. 126.

Music, as a part of the college curriculum was successfully resisted throughout the first generation; but the students began to dream of it as early as 1889. The
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Alcyon dreamer of that year records:

" - - - When suddenly I am awakened
"For music on the air now rings.
"This reminds me that a lesson
"In my music I must take;
"So I turn me back to college,
"And the shade of oaks forsake."

~~Whether it has been to the strength of the old Quaker suspicion of "too much music", or to the constantly changing ideals of a college education in the Twentieth century, Swarthmore has not even yet (a second generation later) made music a part of its curriculum. Swarthmore's curriculum.~~
I
has at last (a second generation later) made

ibid., 1891, p. 124 [Picture].

WILLIAM I. HULL

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