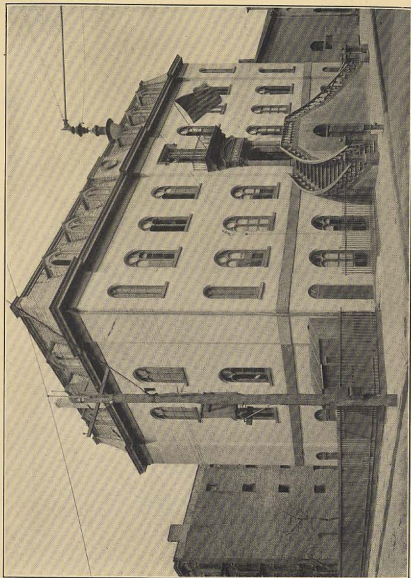


HOBOKEN, NEW JERSEY

JUNE 1919



STEVENS SCHOOL

STEVENS SCHOOL

JUNE, 1919

SIXTH STREET AT PARK AVENUE
HOBOKEN, NEW JERSEY

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STEVENS SCHOOL



STEVENS SCHOOL, founded in 1870 by the Trustees of Stevens Institute of Technology, has had a long and successful existence. It was one of the first schools in the country to offer satisfactory training in Mathematics and Science, as it introduced into its curriculum at the beginning several novel features, one of which was the teaching of two mathematical subjects during the same year.

For several years past, Stevens Institute had grown so rapidly in numbers on account of admission by certificate as well as by examination, that part of the school building on River Street had been occupied by the Institute classes and, in October, 1916, the Trustees decided, with regret, that they would need the whole building as a recitation hall, the change to take effect in September, 1917.

At once, Mr. B. F. Carter and Mr. L. G. Saunders, for many years members of the Faculty, started to make arrangements to continue the School in a new location. They were fortunate in securing the former Hoboken High School building, and Stevens School opened on September 17, 1917, for the first year under the new management. The Head Masters enjoyed the co-operation of the Trustees of the Institute and the assistance of many of the former excellent Faculty.

Co-operation of Stevens Institute

The Trustees wished the close relations between the Institute and School to continue and Dr. Alexander C. Humphreys, President of the Faculty and Board of Trustees, sent to patrons a letter embodying their views, in which he says:

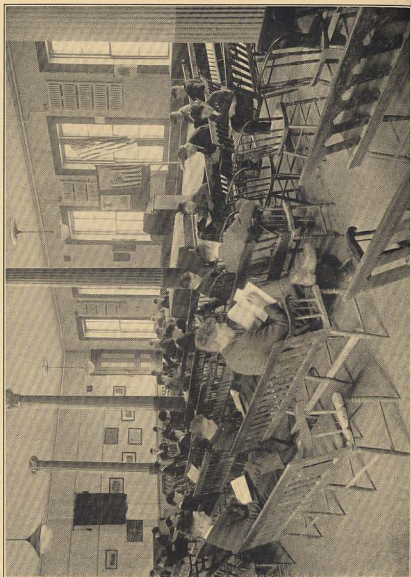
"Our co-operation will take definite form as follows:

1. The School can continue to be known as Stevens School.
2. An advisory board will be appointed from the Institute Faculty, to exercise an oversight of the administration of the School at least for the next three years, that is, until the students now in the School have had the opportunity to graduate.
3. At least for the same period, one free scholarship in the Institute each year will be, as before, open to competition.
4. Certain parts of the equipment of the School, including the physical and chemical apparatus, will be placed at the disposal of the new organization, so long as the School is conducted to meet our views.
5. The athletic trophies of our School shall be placed in the keeping of the new Stevens School under the same conditions as stipulated in No. 4.

"With these facts presented, the Trustees extend to the new enterprise their best wishes for the greatest measure of success with the hope and belief that it will maintain the traditions and high educational standards of the old School, and that a close and friendly relation will be cultivated and maintained between the new School and the Institute.

"Finally, on behalf of the Trustees, I express the hope that the students now enrolled in the School will enroll as members of the new School."

Since June, 1918, the School has been under the sole direction of the Head Master, as Mr. Saunders resigned his position at that time.



ASSEMBLY HALL

LOCATION AND BUILDING

Location The School occupies the former Hoboken High School building, called the Martha Institute, at the corner of Sixth Street and Park Avenue. It is easily accessible from all points in metropolitan New York and New Jersey, as it is only thirteen minutes' walk from the Hudson Tubes Terminal, the Lackawanna Terminal, the Barclay, Christopher and Fourteenth Street ferries. In addition, it is but three short blocks from the Washington Street trolley line, and one block from the Willow Avenue line, to both of which transfers may be obtained from the Jersey City, Weehawken, West Hoboken, and Union Hill lines and all through lines entering Hoboken.

Building The large brick building is well adapted for school purposes, situated as it is on a corner, with light and air on all four sides and on streets paved with asphalt or wood blocks. Every classroom is well ventilated and lighted, not only by large windows, but also by electric light for dark and stormy days.

The whole building is thoroughly renovated and put in the best of condition, the heating plant overhauled and additional radiation installed. There are five fire exits and a wide fire escape with regular steps, leading from the top floor.

On the ground floor is a large assembly hall where the School gathers for singing and public speaking, for addresses by men of influence in various lines, for reports of athletic activities and for meetings that tend to develop *esprit de corps*. In this way, each student realizes that he is an integral part of the school, while section and class feeling merge into school loyalty.

On the floors above the hall are nine classrooms, two large laboratories, a reading room, office, and lunchrooms.



ASSEMBLY HALL

REQUIREMENTS FOR ADMISSION

Applicants for admission to the Junior Class must have completed the courses of study in the grammar grades. They are admitted without examination on presentation of a diploma.

Applicants for admission to the higher classes must take examinations on the work of the classes below the one they wish to enter, or present certificates from the schools previously attended, stating that they have passed satisfactory examinations in the subjects mentioned. Such certificates are essential also in giving credit for admission to college.

It is important that application be made as early as possible. As a personal interview is much more satisfactory than a letter, the applicant is requested to see the Head Master in person, whenever convenient. It is hoped, also, that parents will accompany their sons on the first visit to the School.

Students, if properly qualified, are received at any time, but the advantages of the boys who enter at the beginning of the school year or of the second term are obvious. It is noticed, also, that those who enter early in the school course are better prepared for the higher classes, both in mental training and in the completeness of their scholastic preparation, than those who enter the School later.

Registration Days Registration days will be as follows: June 4 to June 30; August 25 to September 12, 1919. Office hours, 9 to 4.

Students should bring with them, if possible at the first interview, credentials from other schools attended, in order that their courses may be arranged with an exact knowledge of what they need.

Examinations for admission will be held on September 11 and 12, 1919.

Assignment to Classes On account of the flexibility of the system of instruction, it is possible for a student to take different subjects with several classes. Because of this, the student's state of preparation is the guide of assignments to classes: in each subject he is placed in the class for which he is prepared. This is especially true of the languages—Latin, French, Spanish, or German—in which the degree of advancement frequently bears no relation to the preparation of the student in Science or Mathematics.

Assignments to classes are provisional: if at any time the student's interests demand a readjustment of schedule, this will be made, in order that the best results may be secured.

RATES OF TUITION

The tuition for the two lower classes is \$150 per annum; for the Upper Middle and Senior years, \$200 per annum.

These amounts are payable in two equal installments, not later than two weeks after the beginning of each term. Students entering at any time within six weeks after the beginning of the term are charged full tuition. No deductions are made for absence except on account of illness and then only when the absence has continued for half a term. In such cases the loss is divided equally between the School and the parents. No refund is allowed for pupils withdrawing from the School after the first four weeks of a term for other reasons than sickness.

Each student is required, upon admission, to make a deposit of \$5 to apply on the purchase of text-books and supplies, unexpended balances to be returned upon graduation or the withdrawal of the student.

In order to defray, partially, the cost of the maintenance of athletics, an annual athletic fee of \$5 is charged each student.

CURRICULUM

JUNIOR CLASS

Both Terms

Algebra—5 periods; Physiography—5 periods; English—5 periods; Foreign Language—5 periods; Free Hand Drawing—1 period.

LOWER MIDDLE CLASS

Both Terms

Algebra—3 periods; Biology—4 periods; English—4 periods; English History—4 periods; Foreign Language—5 periods; Free Hand Drawing—1 period.

UPPER MIDDLE CLASS

Both Terms

Plane Geometry—5 periods; Chemistry—4 periods; Chemical Laboratory—2 periods; English—4 periods; United States History and Civics—4 periods; Foreign Language—5 periods.

SENIOR CLASS

First Term

Intermediate Algebra—4 periods; Solid Geometry or Plane Trigonometry—5 periods; Physics—4 periods; Physical Laboratory—2 periods; English—4 periods; Foreign Language—5 periods; Mechanical Drawing—1 period.

Second Term

Intermediate Algebra—4 periods; Higher Algebra (for advanced students)—4 periods; Plane Trigonometry or Solid Geometry—5 periods; Physics—4 periods; Physical Laboratory—2 periods; English—4 periods; Foreign Language—5 periods; Mechanical Drawing—1 period.

DESCRIPTION OF SUBJECTS

ENGLISH

The study of English in the School has two main objects: (1) command of correct, clear English, spoken and written; (2) ability to read with intelligence and appreciation.

The first object requires instruction in grammar and composition. During the first two years of the course, there is a grammatical review based on Lewis and Hosié's Practical English. At the same time the principles of composition are taken up and applied in oral and written exercises. During the last two years, Brooks' Composition is used as a text-book to teach more advanced principles in connection with themes and essays.

Spelling is taught not only in English but also in all other courses. For this purpose, special lists of words for each subject have been prepared by the Head Master. A Word Book is also used.

The second object is sought by reading classics selected from the list issued by the Committee on College Entrance Requirements and, in the Senior year, by intensive study of several books named for admission to college, with greater stress laid on style, the meaning of words and phrases, and the close study of allusions.

The following books have been read, either wholly or in part, during 1918-1919.

In the Junior Class: Treasure Island, Short Stories, Pope's The Odyssey, Midsummer-Night's Dream.

In the Lower Middle Class: Oregon Trail, Julius Caesar, Idylls of the King, Silas Marner.

In the Upper Middle Class: Clive, Twelfth Night, Deserted Village, Gray's Poems, World War Aims and Ideals.

In the Senior Class: Macbeth, Milton's Minor Poems, Burke on Conciliation with America, Macaulay's Life of Johnson.

Supplementary Reading Supplementary reading is required of all students in the three lower classes. Printed lists are given to the boys from which they select books on the war, poetry, drama, fiction or non-fiction, reporting to the Master on each one read or writing out an outline to be corrected. Assembly declamation is also a part of the English course.

MATHEMATICS

Algebra A majority of the students of Stevens School are preparing to take engineering courses in college. For such pupils a thorough training in Algebra is absolutely essential. The workman must be thoroughly conversant with his tools and the pupil is never allowed to forget that his knowledge of Algebra is a tool which he must use with readiness and precision in his college mathematics. The time devoted to this subject is much greater than in the majority of schools.

Throughout the course two ideas are especially emphasized—application of principles and accuracy of workmanship. The instructor leads the pupil to discover the principles inductively. After a principle is explained, many problems are solved in order that the pupil may learn to apply the principle. Accuracy is secured by requiring checking of results. The student is led to see that the benefit in the correct solution of a problem lies in the fact that he has consciously and correctly applied one or more principles. He is required to tell, not only how he solved it, but why he solved it as he did, and, in addition, to prove that his result is accurate by an adequate check. Many practical problems

are thus solved so that by frequent repetition what has once been learned will not be forgotten.

The result of the course, therefore, is to fix the principles in the student's mind, to teach him when and how to apply these principles, and to make him confident of the accuracy of his work through the use of checks.

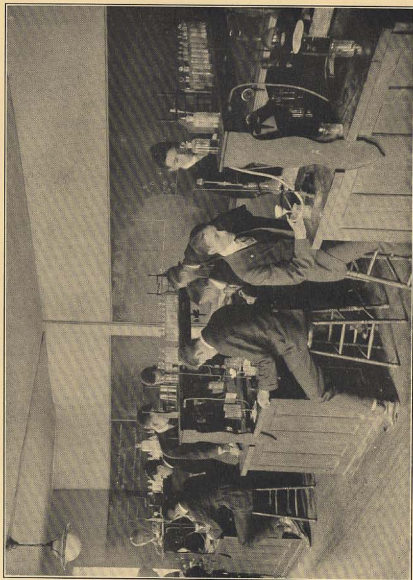
Advanced Algebra is taught in the second term of the Senior Class for those who need it for college entrance and for others who, although the subject is not required, yet wish to be more than ordinarily well prepared in Algebra.

The text-books used have been the First Course in Algebra by Hawkes, Luby, and Touton, Complete Course in Algebra, by the same authors, and Higher Algebra by Hawkes.

Geometry In the teaching of Geometry, the aim of the instruction is to develop and strengthen the power to originate and carry on a logical train of thought. To this end many original exercises are employed and frequent carefully graded tests given.

Plane Geometry is given five times a week throughout the Upper Middle year. It is preceded by a short course in geometrical concepts, taught at the end of the Lower Middle year in connection with Algebra. Solid Geometry is taught five periods per week throughout either term of the Senior year. The text-book is Schultze and Sevenoak's Plane and Solid Geometry.

Trigonometry A knowledge of Plane Trigonometry is of prime importance to the boy who contemplates an engineering course. This is the determining factor in the selection of topics to be treated and in the relative amount of time assigned to each. Much drill work is given upon those parts of the subject which should be remembered for use in college courses. This subject is given five periods a week during either term



CHEMICAL LABORATORY

of the Senior year. The text-book used has been Granville's Plane Trigonometry.

SCIENCE

An important feature of the school course is the introduction of some branch of Science into the work of each year.

Physiography In the Junior year, Physiography is studied with the purpose of arousing an interest in natural objects and the common things of life. Even more important, it is believed, than the information gained is the formation of the habit of close observation. Besides the study of Dryer's Physical Geography, Parts I and II, laboratory experiments are made to determine the latitude of the city, the weather reports are worked out in a practical manner, and government maps of New York, New Jersey, Niagara Falls, Mt. Shasta, the Mississippi Delta and other places are studied with a view to accurate map reading.

Biology In the Lower Middle Class, Biology is taught with Smallwood's Practical Biology as a text. The idea is kept constantly in mind that a boy should understand the relation of plants and animals to one another and to man. The economic value of plants and animals is studied. Special emphasis is placed upon personal hygiene and public sanitation as well as upon the use of protective medicine. Laboratory exercises are given in order to fix firmly in the student's mind the subject under consideration. Lectures on special subjects are a part of the course. In many cases, topics, assigned to individual students, are made the basis of class discussion.

Chemistry The Science for the third year is Chemistry, the course in which includes the study of First Principles of Chemistry, Revised, by Brownlee and Others, for four periods a week throughout the year. Detailed knowledge of the



CHEMICAL LABORATORY

more important elements and their compounds is required. Individual laboratory work covering about thirty-six experiments is carried on for two periods a week and a notebook, written up in the room by the student himself, is certified by the Master.

Physics Physics is taught during the Senior year. Carhart and Chute's First Principles of Physics is the text-book used for four hours a week. Many numerical problems are assigned for both class and home work. The two laboratory periods each week give all the familiarity with the methods of making physical measurements and recording results that can be expected in a preparatory course. Each student keeps a record of his own experiments in a notebook, which is certified by the Master.

MODERN LANGUAGES

The courses in French, Spanish, and German follow the method outlined in the Report of the Committee of Twelve on Modern Languages.

The aim of the instruction is to make it possible for the student to pronounce correctly, to translate at sight easy prose or poetry, to put into the language studied simple English sentences based on everyday life or upon the text read and to answer questions on the essential points of grammar and syntax.

In order to secure this, drill in pronunciation is begun with the first lesson and is a constant accompaniment of the instruction. Systematic efforts are made to build up a vocabulary of common words and phrases, in order to provide a basis for sight translation. A thorough drill in the rudiments of grammar and in verb forms is carried on throughout all the years of the course. That the new aural tests of the colleges may be met, special attention is paid to dictation and to the reproduction in English of unprepared passages read aloud by the Master.

The text-books vary somewhat from year to year but generally include some scientific reading as well as poetry, drama, and fiction.

German will still be taught in the upper classes in order that those students who need the points for admission to college will not lose the work already completed and may secure the two or three units in a language.

French In French, the following books have been used: first year, Fraser and Squair's Grammar, Carter's Word Lists, Petits Contes de France. In the second year, Aldrich and Foster's Grammar, Davies' Scientific French Reader, *Cà et Là en France*, *La France Héroïque*. In the third year, *L'Enfant Espion*, and other stories, *Trois Comédies*, *Fables de La Fontaine*, *Colomba*.

Spanish The following are the text-books for the year: first year, Espinosa and Allen's Spanish Grammar, Ramsay's Spanish Reader. In the second year, *Lecturas Faciles*, *Correspondencia Comercial*.

German In German the following have been used: second year, Wesselhoeft's Grammar, Immensee, *Waldnovellen*, *Der Wilddieb*, *Die Journalisten*. In the third year: *Der Schwiegersonn*, *Das Abenteuer der Neujahrnacht*, *Minna von Barnhelm*.

LATIN

The aim of the Latin course is twofold: to prepare students for the entrance examinations of any college or scientific school, and to outline the history, mythology, and literature of Rome for those who are not to continue these studies in college.

The work in the Junior Class is in the lesson book, with constant drill on forms, and on the more common constructions that are necessary for easy translation.

In the Lower Middle Class, the Second, Third, and Fourth Books of Cæsar are read first, and a close study is made of the syntax of cases and of modifiers, the object in view being not to treat the grammar as an acquisition of special value in itself, but as a means to more rapid and appreciative translation. During this year, as during all others, considerable time is devoted to sight translation. The First Book of Cæsar, on account of its difficulty, is not read until the second term, when special emphasis is laid on the principles of Indirect Discourse. Prose Composition is also made to serve as a basis for the constant review of grammatical forms.

Cicero is the author studied in the Upper Middle Class. At this time the syntax of the verb and the forms of the sentence receive greater attention. Prose Composition is continued.

In the fourth year, the *Æneid* is read along literary rather than syntactic lines, but the grammatical principles are reviewed in composition work. The principles of prosody, in so far as they relate to hexameter verse, are studied.

HISTORY

Two courses are offered in History, for each of which a unit is given for college entrance.

In the Lower Middle year, English History is taught four periods a week, Montgomery's English History being used as a text-book.

During the next year, United States History and Civics are taken up, for four periods per week, in McMaster's School History of the United States. Outside topics are assigned to individual students and current history is discussed with periodicals as guides.

CURRENT EVENTS

Beginning with the fall of 1917, a systematic effort has been made by the Head Master to bring the notable events of the time before the boys in concrete form. This is done not only by talks at assemblies, when the most important facts about the World War and the present reconstruction period have been discussed, but also by the use of a large bulletin board on which extracts from newspapers, cartoons, pictures, and the like are placed daily.

Several times a year a printed list of questions on current events is placed in the hands of each student, half of the questions being based on subjects discussed in assembly, the other half on what should be general information obtainable from newspapers and periodicals. This provides an incentive for personal investigation. In some cases, a regular test is given on this list; the papers are corrected, marked and returned. At other times, the questions form the material for an oral platform "quiz" at a morning assembly.

Reading Room

In connection with our Current Event Tests, we have supplied the students with a variety of reading matter, embracing the following, all of which are on file in the Students' Reading Room: New York Times, World's Work, Outlook, Collier's Magazine, National Geographic Magazine, Popular Science Monthly, Literary Digest, as well as The Stute, and other college publications. For the use of the Masters, subscriptions have been made to School Science and Mathematics, Mathematics Teacher, Modern Language Journal, History Teachers' Magazine, Classical Journal, Educational Review, American Education.

FACULTY

The School is fortunate in retaining the services for next year of nearly all of the present Faculty. It may be of interest to parents to know something about the men in whose charge they place their sons.

The Head Master, Mr. Carter, after graduating from Princeton University in 1894, received the degree of Master of Arts the following year. He then studied in Paris, Geneva and Lausanne and taught for two years in Princeton. For nineteen years he was instructor in French and Latin in Stevens School. In 1908, he published French Word-Lists. From 1910 to 1916, he was on the Board of Education of Glen Ridge, N. J., serving for four years as Vice President and President. For a time he was President of the Home and School Association of the Borough and is Associate Superintendent of the Congregational Sunday School. He has been a member of the New Jersey State Militia Reserve for two years.

Mr. Carter has been Head Master of the School since June, 1917.

Frank J. Davey received his academic education at Marischal College, Aberdeen University, Scotland. Then he went to the Royal College of Physicians and Surgeons, Edinburgh, from which he received a certificate of "Honorable Mention" in Physiology and Anatomy, and first class honor certificate in Chemistry. After a postgraduate course the degree of M.D. was conferred in 1899 by the Long Island College Hospital. Dr. Davey, for many years an instructor in the Senior Class, has taught in all the grades of Stevens School and has rounded out more than a quarter of a century of service in the institution.

Erwin W. Grove passed a teacher's examination at sixteen and taught for several years in the small country schools of his native

county. Later he worked his own way through Lafayette College and New York Law School. He also supplemented his college Chemistry with two summers' work at the University of Pennsylvania. He taught in the Hackensack High School for two years and then came to Stevens School, where he has been Master of Chemistry, English History and Chemical Laboratory since 1908.

Henry P. Scratchley studied at Washington and Lee University and at Griswold College, where he obtained the degrees of A.M. and B.D. He has taught in St. John's Military Academy, St. Albans School, and in Stevens School from 1893 to 1908, and again in 1918. Of his twenty-nine years of teaching, sixteen have been in this School. He also held the Chair of History in the General Theological Seminary for two years, and has been Rector of several Episcopal Churches in this neighborhood and in Vermont.

John W. McCormack was graduated from Middlebury College in 1909 with the degree of A.B. He was a member of Phi Beta Kappa. He studied at McGill University during the summer of 1911 and received the degree of A.M. from Middlebury in 1913. Since his graduation he has been Principal of several schools in New York and Massachusetts and from January, 1918, Master of Science in Stevens School. He is Director of Camp Mont Bleu for Boys.

Jerome L. Kerbeck obtained the degrees of B.S. and A.M. at Columbia. He studied under such eminent academicians as Edward Lee Thorndike, W. P. Trent, and Brander Matthews. He has taught the English Language and Literature in the following schools: Nyack High School, Hasbrouck Institute, Trenton High School, and Stevens School, 1918, where he has also coached the students in assembly declamation, and served as Faculty Adviser for the LEVER.

Donald W. Henry was graduated from Lafayette College in 1912. For two years thereafter he served as Principal of the Farnum Preparatory School of Beverly, N. J., going from there to

Union Hill High School as teacher of Latin and German. He began his connection with Stevens School in 1918.

Joseph F. Sullivan was graduated from the Buffalo State Normal School in 1913, and since that time has taught in the Buffalo Vocational School, Newcomb High School, and Bethlehem Preparatory School before coming to Stevens School in 1918.

L. E. Daniels received the degree of A.B. from the University of Vermont in 1899. He then studied Modern Languages at Harvard University. His teaching experience has been obtained at Heffley Institute, King School, and Lawrenceville School. He was for three years assistant editor and translator on the staff of the Trade Mark Bulletin and the Trade Mark Reporter, New York.

John R. Irwin was graduated from Lafayette College in 1916. After graduation he was instructor in Mathematics and Coach of Athletics in Conneaut High School, Ohio, for one year. He then came to Stevens School for the year 1917-1918. During the summer of 1918 he entered the Medical Department of the Army; upon obtaining his discharge he returned to the School as Coach and Master of Mathematics and English.

Samuel H. Lott was graduated from Stevens School in 1899 and from Stevens Institute of Technology in 1903 with the degree of M.E. After serving for several years as Instructor he became Assistant Professor of Mechanical Drawing and Descriptive Geometry in the Institute. He has had considerable practical experience in outside drafting rooms in the following lines of work: Steam Engine, Tempering and Annealing Furnaces, Refrigeration and Ship Repairing. For a number of years he has taught Mechanical Drawing to the Senior Class in the School.

Miss Benson has served as Secretary and Librarian since 1906.

GENERAL INFORMATION

Sessions The regular school sessions begin at 9.03 a.m. and end at 2.15 p.m. There are six periods of forty-two minutes each during the day and a half hour for lunch.

For one hour after 2.15 p.m. the Masters assist students behind in their work through either inattention or illness, in order to try to bring them up to the passing grade. Those boys who have failed to recite well during the day or to hand in home work remain with their instructors until the failure is made up. Much of the laboratory work is also done during this period, both in Physics and Chemistry.

Assembly At 11.15 the School gathers in the Assembly Hall, where, after short devotional exercises and the salute to the flag, there is public speaking by the boys on three mornings of the week, while on Tuesdays and Thursdays talks are given by members of the Faculty or invited guests, or the School joins in singing patriotic and popular songs. During the past year we have greatly enjoyed and been benefited by listening to Professor Weston of Stevens Institute of Technology, Professor Radcliffe Heermance of Princeton University, President John M. Thomas of Middlebury College, Mr. Barton E. Hedrick, Field Secretary of the Y. M. C. A., Mr. Harry W. Buxton, who spent eighteen months on a destroyer in foreign waters, and others, including several of our former students who have been in the service of the country. Nearly all of the Masters have spoken several times and Dr. Davey has given a series of talks on First Aid and Bandaging.

In order to give free play to individual ability, the public speaking for the students has been made to cover not merely the delivery of a memorized speech, but also talks on subjects on which

the speaker is well informed. In this way, we have heard about airplanes, gasoline motors, shipping, Y. M. C. A., Red Cross, sword-fishing and a wide variety of other material.

Every two weeks the orchestra plays for the School and the twenty minutes of assembly are given up to singing.

During the past year a stereopticon has been added to the equipment of the School. On certain Wednesdays, the morning assembly is omitted and the whole School meets at 1.30 in the afternoon to listen to illustrated lectures. So far this spring the following lectures have been given: A talk on France by the Head Master, a talk on Princeton and the activities of the S. A. T. C. by Professor Radcliffe Heermance, formerly Major and Commandant of the S. A. T. C. at Georgia Institute of Technology and at Harvard, and a talk on Building the Victory Ships and Our New Merchant Marine by Eli Benedict, Lecturer, of New York City. It is expected that these talks will be supplemented by others, especially along the lines of History and Science.

Lunchroom Following the assembly there is a half hour for lunch. The boys find a well-equipped lunchroom on the top floor, where good, hot, varied food is served at reasonable prices. The lunchroom is run by the School under the care of Mrs. Louisa Kusch. If the students prefer they may eat, either here or in the assembly hall, their own lunches brought from home.

EXCUSES

In a day school which draws its pupils from a region extending thirty miles in almost every direction, and in which necessarily the dependence on the various modes of conveyance is absolute in all kinds of weather, the subject of excuses has great importance.

To accommodate those living at a distance, the opening of the School is placed at 9.03. When absolutely necessary, a sufficient "time allowance" is given to the pupil upon receipt of a letter

from the parents, stating the grounds for the request. Parents are asked to co-operate with the School in seeing that their sons arrive on time, except under unusual conditions, for, when a pupil is tardy, he loses a part, and generally an important part, of the lesson and disturbs the class when he enters. No excuse should be given for tardiness unless there is a reason assigned. Boys who are tardy are expected to remain after school for an extra forty-five minutes.

Pupils are excused for absence from school sessions only on the presentation of a written excuse from home stating the reasons, to be brought on the day following the absence. This is so important a matter that it is the hope of the Head Master that the parents will observe it in all cases.

Parents should not give excuses to their sons to leave school before the afternoon session is ended, unless it is absolutely necessary. Pupils miss, by leaving school before the session is ended, either the whole or part of a recitation, or of a study period, in which they might have the help of the teacher in any difficulty which they may have encountered. The whole time of the two school sessions is necessary for the school work, necessary for the Masters in teaching, and for the pupils in learning.

All requests to be excused must be in writing, and from parents or guardian. They are in all cases acted upon by the Head Master.

No student is permitted to leave school at any time without the permission of the Head Master. Infringements of this rule will be severely punished.

It is hoped that appointments for dental work will be made for such times only as will not interfere with the regular work of the School. It is very important for the students to remain at school, not only for recitations, but also for the detention period, which runs from 2.15 to 3.15, in case their work is not sufficiently high.

Whenever possible, such appointments should be made for Saturday hours, instead of for school afternoons.

PREPARATION FOR COLLEGE

Where shall a boy secure the best possible education as well as the best preparation for college? The value to the United States of the public school system in bringing a good education within the reach of everyone of school age cannot be overestimated, nor would the Head Master of Stevens School seek in the least to minimize it, but the very fact that this opportunity for an education is offered to all and that provision must be made for those who do not go to college gives certain advantages to the private schools.

Advantages of Private Schools The private school is not co-educational and, as a result, the boys find fewer distractions during school hours and make fewer social engagements for afternoon and evening.

Again, smaller class sections permit of more detailed and intensive work, each individual pupil securing thereby more of the instructor's attention both during and out of regular hours.

As the system of promotion is more flexible, less time is lost. The student body is homogeneous as well as democratic.

Another advantage of many good private schools, and especially of Stevens School, lies in the fact that, as most of the students plan to enter college, the teachers, thoroughly conversant with entrance requirements, direct their energies and the work of their pupils toward one goal. This can be done in but few high schools, as, in most, only a small percentage of the student body takes the college preparatory courses and the preparation cannot readily, therefore, be as well planned, as detailed and as comprehensive as in Stevens School.

It is important to note, too, that the students come into contact with men teachers only, men of experience both in teaching and handling boys.

In nearly every case, students who have come to us from high schools have shown a decided improvement in their work.

As most of the students of the School desire to go to college, special efforts are made to prepare them thoroughly and with the least possible loss of time for whatever institution they wish to enter. To secure this result, each boy on being admitted to the School is asked to state his preference as to college at as early a date as possible; his course is then arranged with reference to the special requirements for admission. This decision should be made not later than the beginning of the Upper Middle year.

Certification Privileges Stevens School has enjoyed certification privileges for many years from all of the leading institutions granting admission by this method. Among the colleges to which recent graduates have been sent on certificate may be mentioned Stevens Institute of Technology, Cornell, Lehigh, Lafayette, New York University, Wharton School of Finance, Union, and various law and dental schools. Other boys have entered, by examination, Princeton, Yale, Columbia, and Massachusetts Institute of Technology; others have entered, partially by examination and partially by certificate, Syracuse, Rensselaer Polytechnic, and Williams.

Besides the students who know their own minds and have laid their plans for college there are always some who have found the work uncongenial in other schools, boys who have not yet gained their stride, but who desire to complete a high school education with the intention of entering college, going into business, or joining the colors, as seems best at the conclusion of their school course. We pay special attention to such boys, trying in every way to give them an opportunity to discover their proper bent and to encourage them in studious habits.

Aim of Instruction In general, the aim of instruction is to give the necessary content of knowledge in each subject, but still more to develop individuality in thought, accuracy in work, clearness in statement.

Diplomas Those students who obtain, either by examination only or by examination and certificate from other schools, a grade of 60 per cent in studies aggregating seventy-two points, are entitled to the school diploma. Of these seventy-two points, at least fourteen must be in English, ten in Mathematics, ten in Science, ten in Foreign Languages, four in History, and one in Drawing. A point represents one period per week throughout the school year, except in Laboratory work, in which two periods are equal to one of studies requiring preparation.

Certificates While the passing or diploma grade is sixty, a certificate for admission to college will be granted only to those who secure a final grade of sixty-eight in the subjects to be certified. This distinction is necessary, first, for the protection of the applicant for admission himself, as experience shows clearly that the boys who succeed in just passing their school studies with no margin of safety, are generally dropped from college during Freshman year; second, to protect the certificate privilege for future classes; third, to protect the reputation of the School.

In order that this certificate grade may be reached in all of the subjects required for admission to college, constant application, continued study, and an ambitious desire to succeed, are necessary.

Home Work The support and co-operation of the parents are earnestly sought in this connection. It is the province of the School to provide the necessary instruction in all branches, to train the students in the proper methods of study, to try to arouse an interest in work, but, as much of the actual preparation must take place at home, we urge parents to see that, from Monday to Friday, very few outside engagements be allowed to interfere with home study. Although all students have at least one period a day during school hours for preparation of these lessons, yet the amount of home study should be not less

than one and one-half hours during the first two years, and two and one-half hours during the last two years of the course. This daily term work must be done conscientiously if the final grade is to prove satisfactory, as the term marks and the examination grades are averaged together. The importance, also, of beginning the year on time and beginning well, of avoiding tardiness and unnecessary absences, cannot be overstated.

Examinations Examinations are given to test the thoroughness of the work done by the student. Formal term examinations, from two and one-half to three hours in length, are held at the end of each term. Shorter tests, covering two periods, are given at the end of each six weeks. The results are averaged in with the daily marks and the grades permanently recorded.

Reports Reports are sent to parents every six weeks throughout the school year. These give the results of the six-week periods and of the terms in each subject pursued, together with a record of attendance, punctuality and deportment. It is very earnestly requested that parents examine these reports carefully, affix their signatures and return them to the School within one week after their receipt.

Reports are due on the following dates: November 3, December 15, February 9, March 22, May 3, June 21.

Special reports of failures in any subject will be sent home every three weeks. These failures are due in almost every case to lack of sufficient home study, and if the reports show low marks, the Head Master requests that the parents take this matter up at once with their sons, in order that more time may be devoted at home to the preparation of the lessons.

COMMENCEMENT

1918.

The First Annual Commencement of the School took place on Friday, June 14, 1918, at 8 p.m., in the auditorium of Stevens Institute of Technology.

Addresses were made by Rev. Clarence Hall Wilson, D.D., of Glen Ridge, N. J., and the Head Master. The Salutatory was delivered by Harry Wilson Roscoe: the Valedictory by Alexander Morton Mathieson.

Diplomas were presented to the following members of the Class of 1918:

William E. Blake
William J. Brown
Herman W. Buschen
Clarendon Campbell
Lawrence Chidester
John Cundell
Elliott F. Daniels
Theodore A. Distler
Henry T. Doscher
William J. Drye
Elmer E. Hallinger, Jr.
Arthur K. Harrison
William F. Herbert
Henry R. Hering
George E. Hodgkiss
Frank K. Illinger
Otto F. Keller
G. Clement Kellogg
S. Dana Kimball

Thomas A. Lenci, Jr.
Philip O. Lichtenstein
John R. Maloney
Benjamin Marquez
Alexander M. Mathieson
John D. Mattimore
Edwin F. Merlehan
Harold W. Persbacker
George K. Reilly
Harry W. Roscoe
George E. Schacht
Warner S. Shelly
William E. Stuebner
Ralph D. Terhune
Nicholas McL. Trapnell
Jack H. Warner
John J. Warsaw
John C. Wilcox
Reginald R. Zisette



LACROSSE TEAM, 1918



LACROSSE TEAM, 1918

After the graduating exercises, the Class of 1918 held their Class Day. On the interesting program, besides the remarks by the President of the Class, Theodore A. Distler, were the Class History by William J. Drye, the Prophecy by Harold W. Persbacker, the Class Poem by Clarendon Campbell, and the Legacies by William J. Brown.

The School was presented with attractively framed pictures of Rheims Cathedral and of Stratford-on-Avon as a class gift.

The commencement exercises of the Class of 1919 will be held on Friday evening, June 13.

ALUMNI ASSOCIATION

The Stevens School Alumni Association was organized in December, 1918, with the following officers:

President, R. R. ZISETTE, '18 *Secretary*, R. D. TERHUNE, '18

Address, 829 Hudson Street, Hoboken, N. J.

It is planned to hold a banquet on June 20, 1919, at which time the annual election of officers will take place.

HONORS, SCHOLARSHIPS AND PRIZES

Honors Those students in each class having the highest general average are placed on the Honor Roll for each six weeks, for the term, and for the year.

At the graduating exercises held in June, that member of the Senior Class who has the highest standing for the last three years is accorded the honor of delivering the Valedictory, while the student who stands next highest delivers the Salutatory.

In June, 1918, H. W. Roscoe was the Salutatorian of the class, and A. M. Mathieson, the Valedictorian.

Scholarships Through the kindness of the Trustees of Stevens Institute of Technology, four scholarships in the Institute are held by the School, one of which is given annually to that member of the Senior Class who obtains the best average for the Upper Middle and Senior years. This scholarship is worth \$225 per year, as it consists of the remission of tuition in the Institute.

The forty-fifth annual competition, June, 1918, resulted in a practical tie between H. W. Roscoe, and A. M. Mathieson. Upon the recommendation of the Head Master, the President of Stevens Institute divided the scholarship equally between these two students.

Prizes The following prizes are offered:

A medal to the student who, in the opinion of the Faculty and the Student Council, has done the most during the year to promote the interests of the School. Won, 1918, by W. J. Brown, 1918. Honorable mention: R. R. Zisette, T. A. Distler, H. W. Roscoe.

A medal for the highest standing for the year in each of the four classes. Won, 1918: Senior Class, by J. J. Warsaw, 1918; Upper Middle Class, by R. W. Emerson, 1919; Lower Middle Class, by A. C. Becker, 1920; Junior Class, by B. E. Roetheli, 1921. Honorable mention: A. M. Mathieson, 1918, F. A. Weidmann, 1919, M. A. Laverie, 1920, R. L. Kyte, 1921.

A medal to that member of the Senior Class who has obtained the highest standing in Algebra throughout the school course. Won, 1918, by J. J. Warsaw, 1918. Honorable mention, A. M. Mathieson, 1918.

A medal to that member of the Senior Class who has obtained the highest standing in both Physics and Chemistry, including Laboratory work. Won, 1918, by J. J. Warsaw, 1918. Honorable mention, H. W. Roscoe, 1918.

A medal to that member of the Senior Class who has obtained the highest standing in English throughout the school course. Won, 1918, by A. M. Mathieson, 1918. Honorable mention, H. W. Roscoe, 1918.

Prizes to those members of the School who write the best essays in the annual Prize Essay Contest, inaugurated in 1919. Won, 1919, by R. A. Wallace, 1919. Second Prize, R. J. Dietrich, 1920.

Prizes to those members of the School who write the best short stories in the annual Prize Short-Story Contest, inaugurated in 1919.

STUDENT ACTIVITIES

Athletics

During the fall of 1918, in order to give an outlet to our patriotic spirit and to prepare the boys in a slight degree for the service which it then seemed they would be called upon to render to their country, military drill was held twice a week during favorable weather. The students were divided into three companies, each with a full complement of student officers. Excellent results were obtained in close order drill and in the manual of arms.

With the signing of the armistice and with the coming of cold weather, it seemed best to discontinue the drills, and they will not be resumed this spring. Instead, an effort is being made to interest as many students as possible in athletics. To secure this desirable result, candidates have been called out for the following teams: baseball, lacrosse, track, and tennis. It is hoped and expected that as many students as can will enter their names for one or another of these sports, in order to secure the healthy exercise involved.

The baseball, lacrosse and tennis teams of the spring of 1918 had successful seasons.

During the fall of 1918, the football team, coached by P. J. Salvatore and L. Durborow of Stevens Institute, did well in its games, and the basket ball team made a good record this spring. Mr. Irwin, of our own Faculty, is the basket ball and baseball coach for 1919.

Athletic Officers

1918-1919

The leaders of the teams have been: Football—Captain, M. Hammer; Manager, J. S. McKnight. Basket Ball—Captain, D. Provost; Manager, J. A. Spratt, Jr. Baseball—Captain, J. A. Spratt, Jr.; Manager, D. W. Odiorne. Lacrosse—Captain, G. S. Newkirk;

Manager, J. S. Radcliffe. Track—Manager, F. W. Mayer. Tennis—Manager, R. W. Emerson.

Leaver

For two years the students of the School have published a School Paper, the LEAVER. This appears five or six times during the year. The 1918-1919 staff is made up of the following men:

Editorial Staff: Editor-in-Chief, F. A. Weidmann, '19; Associate Editor-in-Chief, A. C. Becker, '20; Literary Editor, R. W. Emerson, '19; Assistant Literary Editor, M. Eisenstein, '19; Music Editor, R. A. Wallace, '19; Art Editor, F. C. Reiffert, '20; Athletic Editor, J. S. McKnight, '19; Gossip Editors, J. S. Radcliffe, '19, F. W. Mayer, '19, N. Fischer, '20; Alumni Editor, J. A. Spratt, Jr., '19; Exchange Editor, G. C. Lewis, '19; Faculty Adviser, J. L. Kerbeck.

Business Staff: Business Manager, G. S. Newkirk, '19; Assistant Business Manager, M. Cooke, '20; Advertising Manager, H. C. Howell, '19; Assistant Advertising Manager, Wm. Herschmann, '19.

Orchestra

This year an orchestra was formed among the members of the School, and it has been of great assistance in leading the singing in the assembly and in playing on other occasions. The membership of the orchestra is as follows:

Leader, R. A. Wallace, Piano; R. G. Vogeler, Flute; H. W. Van Iderstine, Violin; H. J. Kaht, Violin; G. W. Faurie, Violin; R. H. Ellis, Traps; J. H. Tietjen, Traps; H. L. De Camp, Trombone; H. M. Robertson, Mandolin; R. M. Cary, Mandolin; G. S. Newkirk, Mandolin; F. A. Schreiner, Cornet; Leader of School Singing, K. A. Butler.

STUDENT COUNCIL

Following up the plan begun last year, to give the students an opportunity to co-operate in promoting the welfare of the School and to assist by acting as a clearing house for various activities, both mental and physical, this year's Student Council has been formed, consisting of the President of each class, the Vice President and Secretary of the Senior Class, and one representative elected from each of seven sections, the Head Master and Mr. Irwin serving as Faculty members. The Council organized as follows: President, R. W. Emerson, '19; Vice President, J. S. Radcliffe, '19; Secretary, G. S. Newkirk, '19; Members: J. T. Mahon, '19, P. C. Nelson, Jr., '19, C. Schmidt, '20, F. W. Schreiner, '20, M. A. Laverie, '20, H. C. Higgins, '21, G. W. Faurie, '21, B. E. Roetheli, '21, G. Weis, '22, J. H. Vreeland, '22, Mr. Irwin and Mr. Carter.

In accordance with the Constitution of the Stevens School Athletic Association, the Student Council has awarded the insignia of the School to the following players on the Football Team of 1918: M. Hammer, Captain; J. S. McKnight, Manager; R. W. Emerson, F. W. Mayer, J. S. Radcliffe, D. L. Provost, W. S. Herschmann, R. Tonking, D. W. Odiorne, G. S. Newkirk, R. G. Peterson, A. W. Lentz, A. C. Becker, N. G. Fischer, J. R. Kelly, and the S. S. A. A. for Football to R. King, H. C. Higgins, E. A. Reed.

The following members of the Basket Ball Team of 1919 have received the S. S. insignia: D. L. Provost, Captain; J. A. Spratt, Jr., Manager; R. W. Emerson, J. W. Joralemon, H. Kusel, W. B. Laytham.

The following members of the Lacrosse Team of 1918 received the S. S. insignia: W. J. Brown, Captain; G. C. Duryee, Manager; L. Chidester, W. F. Herbert, J. D. Mattimore, H. W. Buschen, J. Cundell, W. S. Shelly, G. S. Newkirk, E. R. Reed, D. Provost, J. C. Becker.

HONOR ROLL

Highest standing for the year ending June, 1918.

SENIOR CLASS, 1918.

J. J. WARSAW
H. W. ROSCOE
A. M. MATHIESON
J. D. MATTIMORE
R. R. ZISETTE

UPPER MIDDLE CLASS, 1919.

R. W. EMERSON
F. A. WEIDMANN
H. F. MEYER
G. S. NEWKIRK
H. C. HOWELL
D. W. ODIORNE
F. M. TRAPNELL
V. F. EVANS
E. R. REED
F. S. DALE
F. W. MAYER

LOWER MIDDLE CLASS, 1920.

A. C. BECKER
M. A. LAYERIE
J. G. L. MOLLOY
C. A. SCHMIDT
J. C. BECKER

JUNIOR CLASS, 1921.

B. E. ROETHELI
R. L. KYTE

HONOR ROLL

Highest standing for the half year ending January 31, 1919.

SENIOR CLASS, 1919.

E. S. TUTHILL
R. W. EMERSON
D. W. ODIORNE
H. F. MEYER
A. G. GALE
F. A. WEIDMANN
H. C. HOWELL
H. F. POLHEMUS
F. S. DALE
R. TONKING
F. F. FUHRMAN
C. E. NEUMANN
F. W. MAYER

UPPER MIDDLE CLASS, 1920.

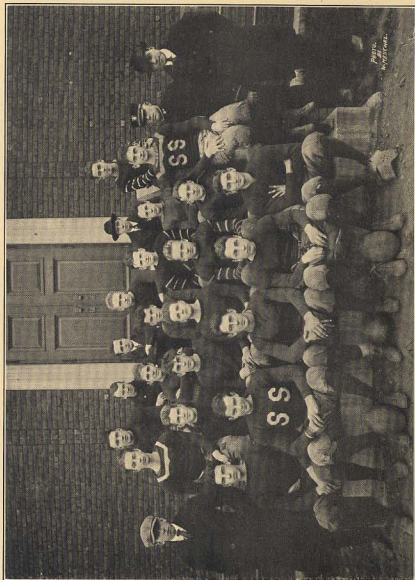
A. C. BECKER
P. CARDINAL
L. HUBBELL
M. LAVERIE
F. W. SCHREINER
F. D. OLTMANN

LOWER MIDDLE CLASS, 1921.

B. E. ROETHELI

JUNIOR CLASS, 1922.

J. H. VREELAND
W. VOLCKHAUSEN



FOOTBALL SQUAD, 1918



FOOTBALL SQUAD, 1918

CLASS ORGANIZATIONS

1918-1919

SENIOR CLASS

President, RALPH W. EMERSON

Vice President, GEORGE S. NEWKIRK

Secretary, JOHN T. MAHON

Treasurer, JOSEPH A. SPRATT, JR.

UPPER MIDDLE CLASS

President, CHARLES SCHMIDT

Vice President, JOHN J. MCCARTHY

Secretary, MARTIN COOKE

Treasurer, CHARLES GOOD

LOWER MIDDLE CLASS

President, HAROLD C. HIGGINS

Vice President, CHARLES H. FINKE

Secretary, MELVIN F. RYER

Treasurer, ROBERT F. STEPBACH

JUNIOR CLASS

President, GERALD WEIS

Vice President, ERICH K. ZIMMERMANN

Secretary, ALBIN D. EDELMAN

Treasurer, PAUL M. HART

SCHOOL CALENDAR, 1919-1920

1919

MAY 30, Friday: Decoration Day, holiday.
 JUNE 4, 5, 6, 9, 10, 11: Examinations on work of Second Term.
 JUNE 13, Friday: Second Annual Graduating Exercises, 8 p.m.
 JUNE 4-30: Registration days for applicants for admission.
 AUGUST 25—SEPTEMBER 12: Registration days.
 SEPTEMBER 11-12: Examinations for conditioned and entering students.
 SEPTEMBER 15, Monday: School reopens for the First Term.
 NOVEMBER 4, Tuesday: Election Day, holiday.
 NOVEMBER 26, Wednesday: School closes for the Thanksgiving recess.
 DECEMBER 1, Monday: School reopens.
 DECEMBER 19, Friday: School closes for the Christmas vacation.
 Alumni Meeting, 12.30 p.m.

1920.

JANUARY 5, Monday: School reopens.
 JANUARY 26-30: Examinations on work of First Term.
 FEBRUARY 2, Monday: Second Term begins.
 FEBRUARY 12, Thursday: Lincoln's Birthday, holiday.
 FEBRUARY 23-27: Re-examinations on work of First Term.
 MARCH 30, Tuesday: School closes for the Easter vacation.
 APRIL 5, Monday: School reopens.
 JUNE 2, 3, 4, 7, 8, 9: Examinations on work of Second Term.
 JUNE 11, Friday: Third Annual Graduating Exercises, 8 p.m.
 JUNE 2-30: Registration days for applicants for admission.
 SEPTEMBER 13, Monday: School reopens for the First Term.

STUDENTS, 1918-1919

SENIOR CLASS

AULT, HAROLD M.	Bloomfield, N. J.
BERRIGAN, JOHN B.	Orange, N. J.
BLANCHARD, CLINTON F.	Boonton, N. J.
BUTLER, KENNETH A.	Summit, N. J.
COENE, EMILE	Paterson, N. J.
COLBY, FRANKLIN H.	Andover, N. J.
DALE, F. SLADE	New York, N. Y.
DE CAMP, HAROLD L.	Long Branch, N. J.
DECKER, EVERETT J.	Mountain Lakes, N. J.
DE LA MARE, ALPHEUS T., JR.	Oradell, N. J.
DWYER, EDWARD J.	Kearny, N. J.
EHRLICH, HENRY C.	Jersey City, N. J.
EISENSTEIN, MILTON	Brooklyn, N. Y.
ELLIS, REGINALD H.	Jersey City, N. J.
EMERSON, RALPH W.	Ridgefield Park, N. J.
EUSTIS, RICHARD C.	New York, N. Y.
EVANS, VICTOR F.	New York, N. Y.
FERRIS, EDWIN A.	Ridgefield Park, N. J.
FISHER, CHARLES F. H.	Boonton, N. J.
FUHRMAN, FREDERICK F., JR.	Jersey City, N. J.
GALE, ALFRED G., JR.	Union Hill, N. J.
HAMMER, MAURICE	Ridgefield Park, N. J.
HERSCHMANN, WILLIAM S.	New York, N. Y.
HOFFER, CLARENCE W.	Arlington, N. J.
HOWELL, H. CLAY	Boonton, N. J.
JOLINE, FRANK A.	Tottenville, N. Y.
JORALEMON, JOHN W.	Newark, N. J.
KELLS, CHARLES F.	Astoria, N. Y.
KING, H. RUSSELL	Dover, N. J.
KITCHEN, HARVEY B.	Suffern, N. Y.
KRONENBERG, J. RAYMOND	Bernardsville, N. J.
LAYTHAM, WILLIAM B.	Passaic, N. J.

LEAYCRAFT, JOHN W. South Nyack, N. Y.
 LEWIS, GORDON C. Jersey City, N. J.
 McCAUSLAN, GEORGE H. Weehawken, N. J.
 MCKNIGHT, JOHN S. Jersey City, N. J.
 MAHON, JOHN T. Ridgefield Park, N. J.
 MAYER, F. WARD New York, N. Y.
 MEYER, HAROLD F. Weehawken, N. J.
 MOWER, GEORGE O. Newark, N. J.
 MOYNIHAN, ROBERT N. New York, N. Y.
 NELSON, PETER C., JR. Mountain Lakes, N. J.
 NEUMANN, CHARLES E. Hasbrouck Heights, N. J.
 NEWKIRK, GEORGE S. Jersey City, N. J.
 OBIORNE, DAVID W. Elizabeth, N. J.
 PETERSON, RAYMOND G. West Englewood, N. J.
 POLIEMUS, HARVEY F. South Nyack, N. Y.
 PROVOST, DONALD L. Hackensack, N. J.
 RADCLIFFE, JAMES S. Paterson, N. J.
 REED, EDWIN A. Jersey City, N. J.
 RICHARDS, SELDEN S. Cranford, N. J.
 ROBERTSON, HAROLD M. Jersey City, N. J.
 SCHOEPPS, GEORGE W. Ridgefield Park, N. J.
 SHAW, FREDERICK R. Jersey City, N. J.
 SMITH, DONALD F. New York, N. Y.
 SMITH, W. WARD, JR. Sparkill, N. Y.
 SPEER, JOHN K. Jersey City, N. J.
 SPINDLER, HENRY Jersey City, N. J.
 SPRAGUE, JOHN W. Ridgewood, N. J.
 SPRATT, JOSEPH A., JR. Jersey City, N. J.
 STUEBNER, GEORGE L. Long Island City, N. Y.
 SULLIVAN, ALBERT C. New York, N. Y.
 THOMSON, HERBERT S. Westerleigh, N. Y.
 THUM, FREDERICK L. Newark, N. J.
 TOMPSON, SCHUYLER W. Bloomfield, N. J.
 TONKING, RUSSELL Dover, N. J.
 TRAPNELL, FREDERICK M. Elizabeth, N. J.
 TUTTILL, ELMER S. Jersey City, N. J.
 VAN DERSTINE, HENRY W. Maplewood, N. J.
 VOGELER, RAYMOND E. Newark, N. J.
 WAGNER, CHARLES H. Hillside, N. J.
 WALLACE, ROBERT A. Newark, N. J.
 WEIDMANN, FREDERICK A. Paterson, N. J.

*WELLER, WARREN F. Weehawken, N. J.
 YOUNG, J. IRVING Jersey City, N. J.

UPPER MIDDLE CLASS

BASSO, CHARLES New York, N. Y.
 BECKER, ANDREW C. Newark, N. J.
 BECKER, JOSEPH C. Tompkinsville, N. Y.
 BERTUCH, NORMAN P. Boonton, N. J.
 BLACK, WILLIAM N. Weehawken, N. J.
 BLOWERS, MEROLD T. Boonton, N. J.
 BOCK, MARCUS L. Newark, N. J.
 BOEHM, NORMAN C. Dover, N. J.
 BROWER, LORENZO D. Plainfield, N. J.
 BURIAN, JOHN New York, N. Y.
 CARDINAL, PAUL J. Paterson, N. J.
 COOKE, MARTIN W., JR. Hoboken, N. J.
 DANZBERGER, NORMAN E. New York, N. Y.
 DE CICCIO, JOHN New York, N. Y.
 DIETERICH, RALPH East Orange, N. J.
 DWYER, EDWARD P., JR. Brooklyn, N. Y.
 FALLS, THOMAS J., JR. New York, N. Y.
 FISCHER, NILS G. New York, N. Y.
 FLOYD, F. RUSSELL Glens Falls, N. Y.
 FOX, JAMES J. Hoboken, N. J.
 GOOD, CHARLES K. Union Hill, N. J.
 GOOD, RICHARD Union Hill, N. Y.
 GREGSON, JOHN New York, N. Y.
 GRENZBACH, FRANK W. New York, N. Y.
 GREVE, JOHN Jersey City, N. J.
 HOFFMAN, JACK New York, N. Y.
 HOFFMANN, HUGO R. Weehawken, N. J.
 HORWOOD, EDWARD H. Hoboken, N. J.
 HUBBELL, LUMAN G. New York, N. Y.
 IRVING, WILLIAM C. Tompkinsville, N. Y.
 JOLLY, PHILLIS J., JR. Brooklyn, N. Y.
 KELLY, GEORGE E. Passaic, N. J.
 KELLY, LOUIS G. East Orange, N. J.
 KELLY, RAYMOND H. East Orange, N. J.

*Deceased.

KUSEL, HENRY, JR.	Jersey City, N. J.
LAVERIE, MARSHALL A.	Mariners Harbor, N. Y.
LENTZ, AUGUST W., JR.	Jersey City, N. J.
LISSENDEN, PERCIVAL C.	Mariners Harbor, N. Y.
MCCARTHY, JOSEPH J.	Hoboken, N. J.
MCLAVY, GILBERT H.	Weehawken, N. J.
MORSE, STANLEY	Suffern, N. Y.
OELHAF, CARL F., JR.	Leonia, N. J.
OLTMANN, CHARLES D.	New York, N. Y.
OLTMANN, FREDERICK T.	New York, N. Y.
PRICE, FRANK W.	Union Hill, N. J.
RIFFERT, FRANK C.	East Orange, N. J.
SCHMIDT, CHARLES A., JR.	Jersey City, N. J.
SCHREINER, FRANK W.	Brooklyn, N. Y.
SNEDEH, MELVILLE F.	Hackensack, N. J.
SOURS, CHARLES R.	Bound Brook, N. J.
STEWART, MORTON C.	Elmhurst, N. Y.
ULICH, ERLING H.	New York, N. Y.
WITT, WILLIAM H.	Jersey City, N. J.
WOOD, HENRY P.	New York, N. Y.

LOWER MIDDLE CLASS

ACKERMAN, GEORGE	Hoboken, N. J.
AMMON, ALBERT G.	Jersey City, N. J.
ASLANIAN, MYRON	Bayonne, N. J.
AYERS, BENJAMIN H.	Newark, N. J.
BEGLINGER, CHARLES J. W.	Weehawken, N. J.
BENSON, HAROLD J.	West New York, N. J.
BOYNTON, HINSDALE	Woodbridge, N. J.
BRADLEY, JAMES K.	East Orange, N. J.
CAREY, GEORGE R.	Jersey City, N. J.
CARY, RAYMOND M.	Plainfield, N. J.
CHRISTENSEN, HAROLD P.	Brooklyn, N. Y.
DAVIES, VERNON A.	Madison, N. J.
DURIE, LEROY	Paterson, N. J.
EMERSON, MILTON K.	Ridgefield Park, N. J.
FATES, GILBERT H.	Orange, N. J.
FAURIE, GEORGE W.	West Hoboken, N. J.
FINKIE, CHARLES H.	Jersey City, N. J.

GOOD, ALEXANDER	Union Hill, N. J.
GREBENSTEIN, WALTER A.	Weehawken, N. J.
HAAS, LOUIS R.	Weehawken, N. J.
HIGGINS, HAROLD C.	Jersey City, N. J.
HOGG, WILLIAM C.	Mountain Lakes, N. J.
HOPPER, ANDREW F.	Hoboken, N. J.
KAHT, HERMAN J.	Jersey City, N. J.
KELLY, JAMES R.	Passaic, N. J.
KYTE, ROBERT LA W.	Jersey City, N. J.
LIVINGSTON, FRANCIS E.	Belleville, N. J.
MARSHALL, AUGUST L.	Weehawken, N. J.
MESSINA, NICHOLAS L.	Bayside, N. Y.
MEYER, THEODORE R.	Jersey City, N. J.
MOSTOWITZ, MICHAEL	Jersey City, N. J.
OBERLE, ARTHUR O.	New York, N. Y.
PINSAN, PHILIP	West Hoboken, N. J.
RAMSDALE, FREDERICK	Basking Ridge, N. J.
RIESENBERGER, J. LLOYD	Weehawken, N. J.
RIKER, CHARLES H.	Rutherford, N. J.
ROBERTS, NORMAN T.	Newark, N. J.
ROETHEL, BRUNO E.	Hawthorne, N. J.
RUBSAMEN, HERBERT S.	Murray Hill, N. J.
RYER, MELVIN F.	Jersey City, N. J.
SANDER, GEORGE F.	New York, N. Y.
SANDERSON, ROBERT O.	East Orange, N. J.
SIMKHOVITCH, STEPHEN K.	New York, N. Y.
SMART, ROBERT H.	East Orange, N. J.
SMITH, HERBERT L.	Hoboken, N. J.
SMITH, WOODRUFF	Newark, N. J.
STEPBACH, ROBERT F.	North Bergen, N. J.
SULLIVAN, STEPHEN K.	Weehawken, N. J.
TJETJEN, JOHN H.	West New York, N. J.
WANNER, NORBERT H.	New York, N. Y.
WANSTALL, WILLIAM	Roslington, N. J.
WEISBART, MELVIN C.	Hoboken, N. J.
WESSMAN, HERBERT C.	Mountain Lakes, N. J.

JUNIOR CLASS

BERTUCH, EDWIN H.	Boonton, N. J.
BOHLING, WILFORD C.	Woodcliff, N. J.
CLEAVER, DAVID H.	Paterson, N. J.
CROSSING, SAMUEL L.	Plainfield, N. J.
CUPPARO, LOUIS F.	Jersey City, N. J.
DEGENHARDT, ALFRED P.	Jersey City, N. J.
DIETRICH, GEORGE J.	Brooklyn, N. Y.
EDELMAN, ALBIN D.	Boonton, N. J.
FISCHER, WALTER E.	New York, N. Y.
GIBBS, FREDERICK C.	Bogota, N. J.
GRAUERT, E. ROBERT	West New York, N. J.
GUNN, JOHN W.	Jersey City, N. J.
HART, PAUL M.	Morristown, N. J.
LAUTERBACH, GEORGE E.	West New York, N. J.
LAYTHAM, W. ALLISON	Passaic, N. J.
Mc SPIRIT, J. RAYMOND	Jersey City, N. J.
OVENS, R. EDMUND	Jersey City, N. J.
PATTBERG, EUGENE P.	Jersey City, N. J.
REZOS, GEORGE	Hackensack, N. J.
ROWE, NORMAN L., JR.	Jersey City, N. J.
RUSS, RAYMOND	Jersey City, N. J.
SCHUSTER, RALPH W.	Weehawken, N. J.
SELTZER, HENRI E.	Weehawken, N. J.
SPIEGEL, SIDNEY T.	Hoboken, N. J.
TÖCHTERLE, ROLAND K.	Union Hill, N. Y.
VAN VLECK, DURBIN H.	Brooklyn, N. Y.
VAN ZILE, CORNELIUS R.	Weehawken, N. J.
VOGEL, HAROLD A.	Bayonne, N. J.
VOLCKHAUSEN, WALTER J.	Weehawken, N. J.
VREELAND, JACOB H.	East Rutherford, N. J.
WEIS, GERALD	Nyack, N. J.
WILLBERG, WILLIAM A.	Bogota, N. J.
WILSON, IRVING C.	Hoboken, N. J.
ZIMMERMANN, CHARLES W.	Union Hill, N. J.
ZIMMERMANN, ERICH K.	Passaic, N. J.



BASEBALL TEAM, 1918



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