HAVERFORD NEWS

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Limited Elective Program Gains In Importance

The second report of the Post War Planning Committee to be passed by the faculty will go into effect with the fall term of the 1946-47 College year. This report is on the content of education and curriculum and will affect only the limited elective system of those students who have not previously enrolled.

Limited Electives Extended

Under the present system of limited electives there are ten to twelve limited choices, while under the new system there will be fourteen. The foreign language requirements will remain the same but each new student will be required under the limited elective program to take two full years of work each in the fields of Natural Science, Social Science and in the Humanities.

In each of these three areas the faculty proposes to arrange general courses suitable especially for the needs of students not majoring in these areas, but these courses will not be available immediately in the fall term. These introductory courses will be drawn up and put into effect as soon as possible, though students will be given a certain leeway of choice within those three areas at all times, and will be allowed to take other courses in those areas at all times, and will be allowed to take other courses in those areas till the survey

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Editor's Notes

The complete Commencement Day Program will be found enclosed along with announcements of the awards of all degrees, and prizes.

The complete text of the Commencement Address by Mr. Chalmers will also be found in the enclosed special supplement.

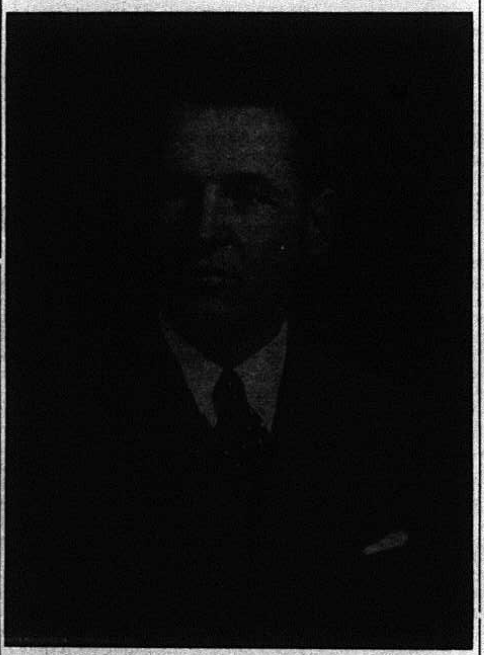
Adams Chosen By News Board

At a meeting of the entire Haverford NEWS Board on Friday night, May 17, James F. Adams was elected to fill the post of Editor-in-Chief for the coming Fall term. He succeeds Robert P. Roche who graduates today and who has served as editor for the past two terms. At the same meeting Barton K. Feroe was elected to the post of Special Associate.

Adams' election climaxes a long term of service to the NEWS. During the past year, he served as a News Editor and before that as an associate on the editorial board. In addition to his work on the paper, he has been outstanding in other extra-curricular activities. He is currently the editor of the 'Stack', the undergraduate magazine, a member of Cap and Bells and was recently elected to membership in Founders Club. His home is in Wilmington, Delaware.

Feroe, a returned veteran of the Class of '45, is married and resides in Ardmore, Pennsylvania.

Gordon Keith Chalmers Addresses Graduates, Deplores Over-Emphasis on Technical Study



GORDON K. CHALMERS, *President of Kenyon College who delivered the Commencement Address this morning in Roberts Hall.*

Speaker Stresses Need for Liberalism In Future Education

BY JOHN T. WHITMAN

Gordon K. Chalmers, President of Kenyon College, called today upon the nineteen members of the graduating class to take the lead in directing a resurgence of the spirit of liberalism. The commencement address was delivered this morning in Roberts Hall before an audience of the graduating class, parents, faculty, alumni and friends.

Deplores Liberal Interregnum

Mr. Chalmers opened with a brief description of the losses suffered by liberal education during the recent war, saying that "liberal education has been discarded for the duration. Technology is left as the one subject which must be taught." The result to the new generation of young people is that "their participation in the cultural and social heritage of civilization is adjourned. For the time being . . . their generation may not share in the humane tradition on which alone the building of a worth-while future depends."

Relating liberalism to freedom, which he called "submission to certain truths," the speaker declared that the fundamental function of liberal education is embodied in the now-famous Harvard Report, **General Education in a Free Society.** He paraphrased the educational philosophy of this report, stating that "there lies at the center of human experience . . . a norm or standard of human life, **a set of values commonly known and understood,** or at least approached by thoughtful men, and against which all new problems and actions may be judged. What has been interrupted by the war is the systematic study by the young of what that underlying pattern may be and how it may be sought."

Cites Aiding, Opposing Forces

The war acted to liberalism's advantage, however, in two ways, said Mr. Chalmers. First, millions of young people learned, through mortal defense of it, to cherish the "hard moral basis of liberalism." And then too, just as many a bombed-out city needed to be rebuilt anyway, perhaps its near destruction would rid liberalism of its weak and ineffectual manifestations. But two other factors are working now to oppose liberal education.

The first of these the speaker described as "the immediate necessity to do the technical work of the world," which is insistently demanding the world's energy and knowledge. And "the second opponent of the liberal understanding is the general disrepute of all non-technical work." Here is the great enemy." Granting the necessity of technical developments, he called for education to fill the "never-to-be-neglected task of reasoning out and remembering why they should be done."

Asks Dedication to Liberalism

Those who see education as purely professional and vocational preparation, who subvert it to practical ends, are ignoring the primary purpose, a better understanding of the aims of human activity. Stating concisely the choice facing modern educators, Mr. Chalmers said of college work, "If it is professional, its special problems are . . . better means to given ends. If it is not professional, its problems are to discover better-understood ends. We can't have it both ways." Education's chief

Continued on Page 4

Stuart and Whitman Elected by Student Body; Robinson to Head Revamped Customs Program

The Haverford College Students' Association has elected Spencer R. Stuart to the position of President of the Students' Association for the next scholastic year, succeeding David Johnson who graduates today. John T. Whitman has been chosen for the post of secretary-treasurer of the Association, succeeding William P. Barker, II.

Stuart, center on the undefeated 1942 football team, returned to college last February after three years in the army. While in the service, he saw action in several European theatres and attained the rank of first lieutenant. Since his return, he has played an outstanding part in student government and served as chairman of the Haverford Famine Emergency Committee which operated on the campus and along the Main Line to promote conservation of food and donation of money for overseas relief. His home is in Beverley Hills, Illinois.

Whitman, a resident of Concord, Massachusetts, has been outstanding in the fields of extra-curricular activities and studies. He is on the steering committee of the Inter-Faith Forum, was a member of the football team the past two years, and has recently been elected into both Cap and Bells and Founders Club. He had served three terms on the Students' Council prior to his election as secretary-treasurer.

Chosen to represent the various classes on next Fall's council are: John Weirs, Charles Matlack and William P. Barker II for the Seniors; Robert White and Benjamin Collins for the Juniors; Lawrence Cannon and Stephen Miller for the Sophomores and William D. Chapman for the Freshmen.

SPENSER R. STUART *who was elected president of the Students' Association for the coming term.*

In addition to the above elected members, J. Archibald Jacob and James F. Adams will serve on the Council as ex-officio members representing Cap and Bells and the Haverford NEWS respectively.

At a joint meeting of the Students' Council for the spring term and that for the coming Fall term, Derrick Patrick Moore Robinson was chosen to head the Customs Committee for next year. Due to the large size of next year's expected student body, the committee was enlarged to a hitherto unprecedented size—eleven men besides the chairman.

Included in the membership of the Customs Committee are: Stanley M. Greenwald, Charles M. Boteler, Jr., Andrew P. Allinson, Charles W. Matlack, William P. Barker II, Roland C. Newhaus, Arthur C. Jones, Charles O. Rose, Paul C. Brewer, Jr., John H. Bush and Jan Christopher Van Hollan.

The question of policy for the next Customs Committee was also considered at the same meeting. It was decided that the Customs would be essentially the same as those which were in force at Haverford in the days before the war; it was also decided that enforcement would be alert and thorough, with the expectation that such a policy would result in a united and thoroughly integrated class.

Macy Whitehead, '47 With Friends in Italy

Herbert Macy Whitehead, '47, who completed college last term and will receive his diploma this June, sailed over a month ago to take up work with the Friends in Italy. After he left college, he gave up temporarily his theological plans and took an intensive course in Italian in order to qualify for the work.

He will be working in east central Italy, where the Friends have been operating for a year last month transporting construction materials required in rebuilding the war damaged homes. Much of the equipment is being supplied by UNRRA with the Friends doing the work.

Meldrum Named To Committee Post

Dr. William B. Meldrum, professor of Chemistry at Haverford College, is a member of the committee for arrangements of the eighth summer conference of the New England Association of Chemistry Teachers. Dr. Meldrum is also leader of an important symposium on Electrolysis at the conference.

Before coming to Haverford, Dr. Meldrum took two degrees at McGill University, Montreal and was admitted to the doctorate in chemistry at Harvard University. He was instructor in Chemistry at Montreal Technical Institute, Assistant Professor at Vassar College, Chemical Expert for the War Industries Board, and Research Chemist for the Geophysical Laboratory.

Dr. Meldrum is a councillor of the American Chemical Society, past president of the Philadelphia section of that society, on the Governors Board of the Pennsylvania Chemical Society, past president of the Science Teachers Association of the Middle States, associate editor of the Journal of the Franklin Institute, and well known as an author of textbooks and scientific contributions in technical journals.

Morley Completes Lecture Tour Through Middle West

Dr. Felix Morley, '25, former president of Haverford and now editor of the magazine Human Events, has completed a trip through the Middle West in which he gave several lectures and visited the Landons in Kansas. In Topeka he spoke at a luncheon of the Optimists; in Columbus, Ohio, he completed the ninth Erskine Lecture Series, lecturing on "The Conditions of Peace."

Haverford News

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Business Manager Charles R. McGuire
Sports Editor. Nathan J. Zweifler
Circulation Manager: Monroe E. Alenick

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Sports Associates: William P. Barker, II, William F. Bouzarth, II. Francis A. Davis, Paul F. Newman, Ellis P. Singer.

Business Associate: James Q. Miller.

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In charge of this issue: Robert P. Roche

Crisis and Decision

THE ACTION OF THE BOARD of Managers in postponing seemingly endlessly the appointment of Haverford's next president, may perfectly easily result in a serious administrative crisis with the entire college community being the loser by it. The NEWS can readily understand that it takes time to choose a man for a job as important as this one is, but we can not see how or why a period of ten months is necessary to perform this task.

Aside from the administrative ramifications of this vacillating course of action, there is also a decided effect on the student body, which is is always the duty of the NEWS to report upon and to present to the administration and Board. The choice of the president will certainly have some bearing on some boys' consideration as to whether or not to return to Haverford in the fall. But most important is the fact that **there is doubt and uncertainty**, which is extremely dangerous to school spirit and studies alike. Enough of this uncertain frame of mind was seen around Haverford during the war, and the students want no more of it than is absolutely necessary. The only way it can be eradicated is by a Board of Managers which can inspire confidence and the only way the Board can inspire this essential confidence is by decisive and clear-cut action in the very near future.

Committees for Customs

THE COMBINED STUDENTS' COUNCILS for the term just past and for next fall have decided that the policy which will be followed next term with regard to Customs will be similar in most respects to that followed at Haverford before the war. This reversion to the former system is a highly commendable action on the part of the administrators of our student government and has ben definitely called for for some time.

The discreditable lack of that much hackneyed intangible known as 'spirit' which has been evinced at Haverford during the last two years has been directly a result of the half-hearted regulations and indifferent enforcement of them. With few exceptions, Customs Committee have been confused, vacillating organizations with not much of what they wanted to accomplish and even less conception of how to accomplish it. As a result, the classes which have progressed through their college careers during that period, untutored in the traditional ways and meaning of Haverford, have felt no responsibility or even inclination to support teams, take part in activities, and otherwise become responsible and valuable members of the college community.

Varying opinions as to the value or even the justice of college customs have been expressed to the NWS over a long period of time. Many of them have appeared on this page in the form of letters to the editor. Some have expressed confidence and support of customs; others have made known their unalterable disapproval of the whole idea. The NEWS wishes to go on record at this point in support of the first-mentioned school of thought and as a hearty supporter and well-wisher of next Fall's renovated Customs program.

Post War Plans

CONGRATULATIONS TO THE POST WAR Planning Committee on the newest product to come out of their two-year research, the report on Curriculum which will go into effect next fall. This step to extend the Limited Elective System to cover two years work in Natural Sciences, Social Sciences and Humanities, and the pending introduction of survey courses for non-majoring students in each field fulfills our hopes expressed many times this year in these columns. If it has been of any value to this committee to know from time to time that we were endeavoring to bring student support to their discussions, then this development may perhaps be considered our major contribution this year. We shall continue to follow the progress of this committee with keen interest.

Statement, Mr. Feroe?

When the new post-war Scotch Tape began to come through in large enough quantities to enable me to patch together my 1935 Chrysler, I started to take weekly (sometimes weakly) trips to Mr. Penn's City in search of interview victims. In 1941, my roommate and I had had a little luck with Victor Moore, Mayor Samuel of Philadelphia, and a dancer by the name of Sally Rand, and so my purpose was to repeat my **ante bellum** success.

Ray Bolger was the first entertainer I managed to corner. Our telephone bill at home jumped that month several dollars, for I called every hotel in the city trying to find the lanky, eccentric dancer. When finally I located him at the Warwick, I arranged for an interview for the following evening backstage at the Shubert.

Here is the untold story of the year. Fearing that my first column might smack too much of the dramatic show-must-go-on formula, I omitted the fac that Mr. Bolger arrived in what I mistook for a drunken condition. It developed that the star of **Three To Make Ready** had been rehearsing all afternoon and had returned to his hotel room suffering from severe stomach disorders. Our interview went through as scheduled, while a frantic stage manager made ready to call off the evening's performance.

I took my seat in the last row of the top balcony and waited anxiously for the expected announcement. And then an amazing thing happened. Ray Bolger, white as a sheet, proceeded to put on a magnificent show. He took fewer encores than usual, but everyone in the house was more than satisfied.

Surprise of the year for me was Miss Joan Barry, song and dance artist, who, several years ago made the headlines along with film star Charlie Chaplin. I went to The Little Rathskeller to pan Miss Barry all the way back to the West Coast, but she was so impressive, despite her nervousness, that I was forced to call her tomorrow's star—with a big IF: she must change her name and she must rid herself of her stage fright.

The evening after our interview, I was later told by my very good friend, Edward Ulis, the assistant manager, Miss Barry threw the microphone down and flounced off the stage after she had been severely heckled by a group of inebriates. Two days later, she refused to perform at all. A week later, a New York agent sued her for breach of contract. Unlike Chaplin, I'll stick to her; she's good!

Not all my trips were fruitful, however. I tried several times to see Bobo Newsome, my idol, down at Shibe Park, but the attendants at the grounds insisted that I pay full admission price before I could get in . Since I lost my Pfc. rank, however, the dollars have been coming in a little more slowly, and so I abandoned my scheme. Now Bobo has gone off to Washington, the A's are without their most colorful ball player, and I am minus a hero.

Next, I dispatched a letter to Jorge Pasquel, manager of the gun-toting league below the Border. At about the same time, Babe Ruth flew to Mexico City with Mrs. Ruth. There is no truth in the campus rumor that he was my emissary; the Babe was in no way involved. I simply wanted a story from the Man of the Year in baseball.

Then there was Ezio Pinza, the glamor boy of opera. At the Academy of Music I fought my way through scores of admiring women and spent several pleasant minutes with the noted singer. He confessed to me that he had once been a six-day bicycle rider, that his shower room singing caused his friends to persuade him to give up riding and turn toward a career in music. He denied the oft-quoted story about him that his parents opposed his new vocation. "On the contrary," he said, "they like me to sing."

I shall never forget the gracious way in which hard-boiled Sophie Tucker, the Last of the Red Hot Mammas, received me. Nor shall I forget the fact that her four-thousand-dollars-a-week salary is going entirely to charity, that she entertains in her spare time wounded veterans of this war. Tough and crude, she nevertheless has a heart of gold. She is a teetotaler, too, bless her!

If I survive the vacation which is about to start, if I pass my exams, and if the Veterans Administration remains friendly, I'll be back in the Fall with more interviews—if the NEWS will print them.

Bart Feroe

In the Editor's Mail

(Letters to the Editor do not necessarily represent the opinion of the Haverford NEWS Board).

Dear Editor:

Your problem of attendance at the meetings of the Student Association is no new one, nor is it much different from the problems of handling groups or large associations after college days.

I think that the problem is usually handled by a provision in the by-laws that for any properly announced meeting, (and that usually provides for plenty of notice and an announcement which will reach the people concerned), the number present and voting shall be considered a quorum.

That puts the business in the hands of those interested and things get done. Churches, Lodges, Clubs have the same sort of a problem, and I think it is usually handled in this way. Haverford Students are quite normal in this respect.

You're welcome.

M. H. Sangree '21

Crow's Nest

Examinations are over again, and the college term has ended, leaving a feeling of melancholy in its wake. Alas, it has always been so: the rather depressing calm after the academic storm. I still remember with pleasing nostalgia the end of my sophomore year at Telwyth U. It had been a difficult year for me, and an eventful one, crammed with unusual happenings. And not the least of these was the case of the sophomore who thought he was Hamlet. . . .

Sam Morduck was a conscientious student, really too conscientious for his own good, we who took our studies less seriously thought. From the time of his entrance he led the school in grades, and the rest of us were frankly jealous of him, and of his astounding knowledge of Shakespeare. At that time Telwyth required intensive study of the old Bard, much as some schools require classical languages, and all of us hated it. Not Sam, though. He could recite whole plays from memory, and he was constantly learning new ones. Once on a bet he gave an entire one-man performance of "The Tempest," reciting the whole thing backwards.

We scoffed at him for his interest in Shakespeare. "Some day," we used to say, "Sam will turn into one of the characters in the plays." We speculated on which it would be. My roommate thought it would be Puck; old Stan Groob thought it would be King Richard, and I, personally, favored Falstaff. Little did we know, in our joking, that the prophecy would come true.

One morning I stumbled into breakfast after a late night of bridge. As I sat down, only one other seat was left vacant, and that belonged to Sam, who sat at the table with the rest of us sophomores. We wondered where he was; he was generally there before the rest of us. Suddenly the door to the dining room burst open, and in came Sam, dressed in a tight black jerkin, and with his black hair disheveled. He was carrying a rapier; no one knew where he had gotten it.

The entire place was thrown into an uproar. Before anyone could move, Sam had begun in his rich, deep voice:

"To be, or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The stings and arrows of outrageous fortune . ."

By that time we had risen to our feet and were running toward him. Stan Groob reached him first. Stan unfortunately had a fork in his hand. Sam exclaimed:

"Come for the third, Laertes: you but dally;
I pray you, pass with your best violence;
I am afeard you make a wanton of me."

Sam made a few skillful passes at Stan, and as we stood aghast, ran him through with his rapier. Stan sank to the floor, and we all rushed to seize Sam. Someone managed to get his rapier away from him, and we all held him firmly as he shouted Shakespearian curses at us.

Finally I whisked a glass of water from a table and brought it to him. We forced it down his throat. He gave a violent shudder. "The poisoned wine!" he cried. "It was for the Queen." Then he sank to the ground, moaning quietly. With a mumbled, "The rest is silence," he expired there. . . .

Classes for the rest of the week were canceled, and the entire college lay under th spell of our own Shakespearian tragedy. The next week it was announced that all courses in Shakespeare were to be discontinued. And the term went on as before.

The two boys were buried in front of the administration building, and an enormous monument was erected above them. The inscription on it ended:

"Bessed be the man that spares these stones
And curst be he that moves my bones."

Hogarty

Rufus Jones to Give Talks; Drinker' '08, Publishes Book

Dr. Cecil K. Drinker, '08, professor of psysiology, has just had a book published entitled **Pulmonary Edema and Inflammation.** The book is of particular importance in the medical world, since it is the only book at present available in which the factors involved in the excessive accumulation and distribution of fluid within the pulmonary system are discussed.

Four of the five chapters are based on his lectures at the Bowman Gray School of Medicine with a fifth chapter on artificial respiration completing the book. The observation work used in the book is the result of experimental techniques devised by Dr. Drinker and his associates done on the dog.

President S. A. Watson has announced the topics of the lectures to be given by Dr. Rufus M. Jones, '86, who is the speaker at the annual Trueblood Lecture series from June 11 to 15, at Wilmington College in Ohio and at the Wilmington Friends Meeting House.

Two lectures will be given each day—one in the morning at the College and the other in the evening at the Meeting House. The subjects for the addresses are: "The Everlasting Yea," "The Trophies of Youth," "Remaking Life," "The Two Worlds That Are Ours," "The Highways of the Soul," "Luminous Transmitters," "The Saint that Ran away to God," and "In the German Gestapo."

Washington Alumni Hold Annual Dinner

The annual dinner of the Haverford Society of Washington was held on Monday evening, May 20, at the Kenwood Golf and Country Club. The new officers of the society were announced and are: Hugh Borton, '25, President; Henry Gifford Irion, '32, Vice-President; Herbert W. Reisner, '31, Secretary-Treasurer.

Approximately thirty-five attended the dinner and listened to Acting President Archibald MacIntosh, who addressed the group, describe the problems facing the college because of the large enrollment next year. Former President Felix Morley spoke briefly as well as Alumni Secretary Cooper and a brief question period followed the speeches.

Walter C. Sandt, '09, Noted Minister, Dies

Reverend Walter C. Sandt, '09, died on May 28 at his home in Melrose Park after a long illness. He was the founder and retired pastor of Gloria Dei Lutheran Church in Philadelphia, having retired only last month. Dr. Sandt is survived by his wife Helen.

A native of Easton, Dr. Sandt graduated from Haverford and went on to the Lutheran Theological Seminary in Mount Airy, his ordination taking place in 1913. In 1917 he became instrumental in founding his church where he remained until recently. From 1933 to 1935 he served a term as president of the Lutheran Orphanage.

N. B. All Alumni

The attention of all alumni is called to the schedule of sports events which will take place this afternoon. All alumni are also reminded of the meeting of the entire Alumni Association which will take place this afternoon in the auditorium in the Union at 1:45 p.m.

H. Tatnall Brown, '23 Becomes Commander

Former Dean H. Tatnall Brown, Jr., '23, was promoted to Commander, USNR, on November 1, 1945. Since August 1943, he has been officer-in-charge of all Navy V-12 and NROTC trainees in the Twelfth Naval District, which includes Northern California, Utah, Nevada, and Colorado. At one time he was in charge of fourteen units—two V-12 units, four medical units, two dental units, two theological units, and four NROTC units. The total of trainees under his supervision was 3,500.

Commander Brown expects to be released from the Navy between June 15 and July 1, and will probably be able to be back in Philadelphia some time in July.

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ALUMNI NOTES

1914

Dr. Carroll D. Champlin of the Pennsylvania State College has just returned from a forty-five day observation tour of four European countries, during which time he flew 7300 miles.

1920

Richard R. Wood, executive secretary of the Friends' Peace Committee, has been elected president of the National Peace Conference. This is a clearing house organization through which some forty national organizations operate in an attempt to co-ordinate their program for peace and world organization.

1926

Hugh A. Borton is Assistant Chief of the Division of Japanese affairs of the United States Department of State.

1927

A. Roberton Middleton, cited for service under fire in the Pacific as a Lieutenant Commander on the air craft carrier Bunker Hill, is now with the Washington office, Alexander Brown and Sons, investment bankers.

1928

Colonel Henry S. Murphy, U. S. Army Medical Corps, who was in charge of a front-line hospital near Nancy, France, in 1944 and 1945, is now in charge of a large hospital in Berlin, Germany, where he will soon be joined by Mrs. Murphy and their two children.

1929

Daniel D. Test has left teaching to become a Personnel Director for the Atlantic Refining Company.

1933

William H. Russell is teaching European History at the U. S. Naval Academy and at the same time working on his thesis for a doctorate.

John W. Hazard, home from service in the Pacific as a Lieutenant-Commander in command of a Patrol Craft on duty among the islands of Micronesia, has joined the staff of the Washington Kiplinger Agency.

1935

Richard R. Pleasants has resumed his position as French master on the staff of St. Albans School, Washington, after two years service as a Navy officer in the Pacific.

1936

Ralph C. Most is an Instructor of English at the Drexel Institute of Technology.

F. Gardiner Pearson is a research chemist with the American Viscose Company.

William A. Crawford is Third Secretary of the United States Embassy in Moscow.

George B. Mowes, Jr. since 1940 has been a member of the technical staff of the Bell Telephone Laboratories in New York City.

James W. Pearce, Jr. is owner-manager of the Gawen Inn at Center Harbor, New Hampshire.

Grant C. Fraser is teaching mathematics at George School, Pa.

Alexander C. Williams, Jr. is Research Assistant Professor of Psychology in charge of a new program of research in aviation psychology at the University of Illinois.

1940

John Thomas Hoffman is now working for the United States Rubber Company and lives at 218 Sinclair Place, Westfield, N. J.

H. Kelman Holmes will return for his third year as teacher at the Litchfield School for Boys, Litchfield, Conn. According to Burns Brodhead, he is fast becoming known as "the Mr. Chipps of America."

Frank Weiskel, graduate student in 1941, has just returned from the Navy chaplaincy. He has been living at 34 Main Street, Bethlehem, Pa., but will soon resume pastoral duties in a New England Congretional Church.

1942

John Y. Elliott has just been discharged from a CPS Camp at the Philadelphia State Hospital. He will spend the summer at the Baptist Summer Grounds, Green Lake, Wisconsin, and in the autumn resume his studies at the Crozer Theological Seminary.

Burns Brodhead received his Master of Sacred Theology degree this month from the Union Theological Seminary, New York City. His thesis was "The Influence of Methodism on Quakerism until 1900."

Frank W. Hastings is the father of a son, David Frank, born on December 25, 1945. Hastings expects to be out of the CPS in May, and then hopes to enter the University of Rochester Medical School.

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Haverford Frosh Vanquished By Prep School Track Rivals

The Haverford Frosh were vanquished at the hands of superior Haverford School and George School track teams on Walton Field, Wednesday, May 22. Haverford School edged out George School 54 to 53 to cop first place while the Freshmen were handed 36 points and last place.

Outstanding visiting cinderman was George School's versatile Art Henrie who snatched firsts in the broad jump, 120 high hurdles, 100 yard dash and second in the high jump. Haverford School was seriously handicapped by not having the services of Peter White, chief point-gatherer for the Maroon and Gold.

Haverford's own Gundar Haegg, Jim Grosholz, broke the tape in the mile run and half-mile run. In neither case was he pressed closely.

120-yard high hurdles
1. Henrie, G. S.
2. Spurdle, H. S.
3. Dillon, H. S.
4. Greenawalt, H. S.
Time 15.4

200-yard Low Hurdles
1. Schultz, G. S.
2. Spurdle, H. S.
3. Dillon, H. S.
4. Fritz, H. S.
Time 24.5

220-yard Dash
1. Yarrow, H. S.
2. Jones, H. S.
3. Porter, G. S.
4. Phillips, H. S.
Time 23

440-yard Dash
1. Leo, H. S.
2. Jones, H. S.
3. Jacobi, G. S.
4. Otley, H. S.
Time 53.6

880-yard Run
1. Grosholz, H. C. F.
2. White, G. S.
3. Ward, G. S
4. Wooley, H. S.
Time 2:02

Mile Run
1. Grosholz, H. C. F.
2. Thornton, H. S.
3. White, G. S.
4. Weaner, G. S.
Time 4:42.2

100-yard Dash
1. Henrie, G. S.
2. Larrow, H. S.
3. Thornton, H. S.
4. Esrea and Managan (tie) H. S.
Time 10.1

12-lb. Shotput
1. Greenwald, H. C. F.
2. Carpenter, H. S.
3. Cornman, H. S.
4. Foules, G. S.
Distance 43 ft.

Discus Throw
1. Johnston, H. C. F.
2. Montgomery, H. C. F.
3. Hoyle, G. S.
4. Lash, H. C. F.
Distance 106 ft. 7 in.

Javelin Throw
1. Fania, H. C. F.
2. Montgomery, H. C. F.
3. Hoyle, G S.
4. Grant, H. S.
Distance 144 ft. 3 in.

Pole Vault
1. Grant, H. S. and Hoyle, G. S. (tie)
3. Schleldiefine, G. S.
4. Diamond, G. S.
Height 9 ft. 9 in.

Running High Jump
1. Frederick, G. S.
2. Henrie, G. S.
3. Cadwallader, G. S.
4. Johnson, H. S.
Height 6 ft.

Swarthmore Tennis Smashes Haverford

Coming up against a superior Swarthmore tennis team Monday, May 20, a scrappy but outclassed Haverford net squad fell prey to the visitors' smashing playing in a 9-0 whitewashing. The Garnet made short work of the Mainline singles men on the observatory courts as the Scarlet could not even capture a set, while the usually smooth Haverford doubles combines could not hold their own against the classy playing of the Swarthmore duos.

Shields Wins Virginia Cup

Coming from behind to win, Chic Shields defeated Dave Johnson on Saturday, May 25, to become the holder of the Virginia Cup, annually awarded to the top tennis player at Haverford. It looked as if Johnson, this year's No. 1 man and defending champ of the cup were going to keep the coveted trophy which he had won last year, as he took the first two sets from Shields easily by 6-4, 6-2 scores. But the third set saw Shields come to life and shellac Johnson 6-1

Johnson, however, stepped right back into form in the fourth set as he rolled up a 5-2 lead on Shields. But with the chips down Chic seemed determined to win and played championship ball, pounding the sphere to all angles of his opponent's court to tie the set at five-all and go ahead to win by a 7-5 count.

With the set score evened at 2-2, both men grimly settled down to the final and deciding set. Taking advantage of Johnson's defaults, Shields quickly took the first game for a 1-0 lead. In a stubborn second game, after the score had been deuced four times, Shields won out to increase his lead to 2-0. But Captain Dave fought back to even the count in games 2-2. Here Shileds proceeded to take a love game, which proved to be the turning point as he then went ahead 5-2 and finally won the set 6-3, the match 3 sets to 2, and the coveted Virginia Cup.

Limited Electives

Continued From Page 1

courses are put into use.

Trend Towards Requirements

This second report of the Post War Planning Committee was drawn up and passed after an extensive study based around the problem of what a Liberal Arts college is, and what its curriculum should try to do. Using this as a starting point the reports of other recent College Committees on Education were studied, such as those of Amherst and Harvard. The trend today is away from a free-elective system toward a more required and rounded program.

The two-year-old Committee has already put into effect its report on veterans, and with this plan on the content of education going into effect, six reports remain to be completed and adopted: on the institution; on aims and policies; on faculty and teaching methods; on students and graduate work; on the College and the community; and on the plant and equipment. Headed last year by Ralph M. Sargent, and this year by Cletus O. Oakley, the Committee also includes Howard M. Teaf, Jr., Howard Comfort, Archibald MacIntosh, Frank D. Watson, Clayton W. Holmes, Francis C. Evans, Gilbert T. Hoag, William E. Cadbury, Jr., and Harry W. Pfund.

School Plan

Continued from Supplement

Dr. Nelson would like to assist any Haverford alumnus who either want to go to Norway either as a student or teacher. Ragnar has stated that in the summer of 1947 a plan is being worked out whereby American students can go to Norway to live at the school and conduct classes in English grammar or attend classes at the University. The real purpose of this plan is to give the Norwegians an idea of what America and England are really like, which will promote understanding. If any students are interested in the plan, either contact Austad, or Rolf Lind next fall or get in touch with Dr. Nelson this summer.

Due to necessity Dr. Nelson is leaving his work this summer and returning to the United States. His mailing address until about August 1 is the University of Oslo, after which he will receive his mail at 611 N. 23rd Street, St. Joseph 34, Missouri.

Chalmers Address

Continued From Page 1

concern is with values.

Liberalism, which transcends reason with beliefs, is essentially a faith, a credo, declared the speaker, based upon an assumption in the heart that "every individual is precious—in the sight of men, in the sight of God." The small, determined, intelligent remnant who must recall and spread this doctrine will be the ones to "bring order into our lives on terms which far from confining the human spirit will make it flourish everywhere."

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COMMENCEMENT DAY, JUNE 8, 1946

Order of Exercises

10:30 a. m. INFORMAL MUSIC PRECEDING PROCESSIONAL
A. Pepinsky, Ph. D., Violinist
Julius Katchen, Richard Dorn, Pianists
William Worman, Organist

10:50 a. m. PROCESSION FORMS IN FRONT OF ROBERTS HALL

11:00 a. m. COMMENCEMENT EXERCISES IN ROBERTS HALL

1. AMERICA

2. READING FROM THE SCRIPTURES
By Dr. Samuel Emlen Stokes,
President of the Corporation

3. ANNOUNCEMENT OF PRIZES AND HONORS
By Gilbert Thomas Hoag, Dean of the College

PRIZES

The Clementine Cope Fellowship for 1946-47 ($700)
for graduate study at another institution
has been awarded to
HANS EBERHARD PETERSEN, 1946

The Mathematics Department Prizes ($25 for Freshmen)
First Prize ($15) ..... STEPHEN RABEN MILLER, 1949
Second Prize ($10) ..... JOHN NEIL BOGER, 1949

The Alumni Prize for Composition and Oratory ($50)
has been awarded to
ALEXANDER CAMPBELL WILSON, 1950

The William Ellis Scull Prize ($50)
for the upper classman who shall have shown the
"greatest achievement in vice and the articulation of the
English language" has been awarded to
JOHN ALEXANDER STONE, 1948

The Logan Pearsall Smith Prize ($50 in books)
for that member of the Senior Class who, in the opinion of
the Committee on Prizes, has the best personal library
has been awarded to
RICHARD BAYLY WINDER, 1943

4. CONFERRING OF DEGREES

BACHELORS OF ARTS

GEORGE ANDERSON BARTHOLOMEW
ROBERT HAIG BEDROSSIAN
ROBERT HERMAN BEHRENS
ALBERT HUNTER EWELL, JR.
WILLIAM LEONARD HEDGES
DAVID JOHNSON
JULIUS KATCHEN
HOWARD BURTT KRIEBEL
ROBERTO PABLO PAYRO
HANS EBEHARD PETERSEN
RICHARD DOUGLAS RIVERS
ROBERT PEARSON ROCHE
CHARLES CALDWELL RYRIE
LAWRENCE D. STEEFEL, JR.
GEORGE BOWLER TULLIDGE STURR
GEORGE MITSUYOSHI YAMANE

As of February 2, 1946

HERBERT MACY WHITEHEAD RICHARD BAYLY WINDER

BACHELORS OF SCIENCE

ISRAEL M. DOWBENSTEIN WALTER YONEO KATO
WILLIAM MACY HARRIS ALAN SPENCER ROGERS
ANSON BALDWIN HAUGHTON

5. AWARDING OF HONORARY DEGREES
6. PRESENTATION OF THE SPEAKER BY ACTING PRESIDENT ARCHIBALD MacINTOSH
7. ADDRESS TO THE GRADUATING CLASS
Gordon Keith Chalmers, President of Kenyon College

12:30 p. m. LUNCHEON ..... Founders Hall
1:45 p. m. ANNUAL MEETING OF THE ALUMNI ASSOCIATION ..... The Union
2:30 p. m. SPORTS PROGRAM FOR ALL ..... The Union
6:15 p. m. ALUMNI DINNER ..... Founders Hall
7:30 p. m. STEP SINGING ..... Steps to Founders Hall Porch
8:30 p. m. ALUMNI ENTERTAINMENT
Motion Picture ..... Roberts Hall
Informal Dance ..... Gymnasium

The Scholarship Improvement Prizes ($95) for the two seniors who have shown the most steady and marked improvement in scholarship during the college course have been awarded to
First Prize ($50) ..... RICHARD BAYLY WINDER
Second Prize ($45) ..... ANSON B. HAUGHTON

The Class of 1910 Poetry Prizes
for the best verse written by a Haverford undergraduate
during the year have been awarded to:
First Prize ($15) ..... HENRY GEORGE RICKERMAN, 1949
Second Prize ($10) ..... EVAN GORDON NEWTON JONES, 1949

The Founders Club Prize ($25 in books) for the Freshman
who has shown the best attitude toward college
activities and scholastic work has been awarded to
RICHARD ARDEN COUCH, 1949

The Lyman Beecher Hall Prize in Chemistry
($100 from endowment by the Class of 1898)
for Juniors, Seniors or Graduates within three years of
graduation who expect to engage in research has been awarded to
HENRY EDWIN VINSINGER, JR., 1945

HONOR SOCIETIES

The following students have been elected to the

PHI BETA KAPPA SOCIETY

ALEXANDER COXE WILLIAMS, JR., 1936
WILLIAM L. HEDGES, 1944
HANS EBERHARD PETERSEN, 1946
WILLIAM HUSTON CHARTENER, 1946
ALBERT HUNTER EWELL, 1947
ROBERTO PABLO PAYRO, 1946
JULIUS KATCHEN, 1947

The following students were elected to the

FOUNDERS CLUB

for merit in both studies and college activities:

During 1944

WALTER YONEO KATO, 1946

During 1945

JULIUS KATCHEN, 1947
RICHARD DOUGLAS RIVERS, 1947
LAWRENCE D. STEEFEL, JR., 1947

During 1946

JAMES FOWLER ADAMS, JR., 1948
MONROE EDWARD ALENICK, 1948
TIMOTHY BREED ATKESON, 1948
WILLIAM PIERSON BARKER, II, 1948
JAMES ARCHIBALD JACOB, JR., 1948
DAVID JOHNSON, 1947
CHARLES LONG, II, 1947
ROBERTO PABLO PAYRO, 1946
DANIEL BARD THOMPSON, 1948
JOHN TURNER WHITMAN, 1948

The following students were elected to
TAU KAPPA ALPHA
National Honorary Debating Fraternity

During 1945

TIMOTHY BREED ATKESON, 1948
WILLIAM PIERSON BARKER, II, 1948
JULIUS KATCHEN, 1947
ROBERT PEARSON ROCHE, 1947
DAVID EDWARD THOMAS, 1948

During 1946

BEN ZION LEUCHTER, 1946
GEORGE ELSON RUFF, JR., 1949

HONORS

HIGH HONORS

ROBERTO PABLO PAYRO, 1946 ..... ENGLISH
HANS EBERHARD PETERSON, 1946 ..... GREEK

HONORS

WILLIAM MACY HARRIS, 1943 ..... PHYSICS
JULIUS KATCHEN, 1947 ..... PHILOSOPHY
LAWRENCE D. STEEFEL, JR., 1947 ..... HISTORY
ALBERT HUNTER EWELL, JR., 1947 ..... PSYCHOLOGY

HONORABLE MENTION

JOHN NEIL BOGER, 1949 ..... Chemistry 2a, 3b
CHARLES DANIEL BRODHEAD, 1949 ..... Biology 1
EDWARD ECHIKSON, 1949 ..... Chemistry 2a, 3b
JOHN NORMAN HAUSER, 1948 ..... Economics 1
ROBERT WILLIAM HOLMES, 1947 ..... Psychology 1
JAMES MADISON McCLOUD, 1948 ..... French 1
JAMES QUINTER MILLER, 1949 ..... Biology 1
ELLIS PAUL SINGER, 1949 ..... Chemistry 2a, 3b
JAMES HANCOCK THORPE, 1949 ..... Biology 1, Chemistry 2a, 3b
DAVID JOHN TOLAN, 1949 ..... English 2b
THEODORE CRAIG WRIGHT, 1949 ..... English 2b

Haverford Grad Assists Austad In School Plan

Two professors, one a graduate of Haverford, and a present student at Haverford are responsible for a new trend in Norwegian education. The three, consisting of Dr. Frank G. Nelson, '31, and his wife, a former professor at Santa Barbara College and Ragnar Austad founded the first boarding college in Norway which is an extension of the University of Oslo.

Upon their arrival in Oslo they discovered that all the educational and living facilities were being extremely strained by the number of students who wanted to finish their education which had been interrupted in 1943 when the University was closed by the Nazis.

Something had to be done. American universities accepted one hundred fifty students, two of which have been at Haverford since February, and several hundred more were sent to colleges in Denmark, Sweden and Switzerland. However, the decrease in students still did not relieve the pressure.

One day Dr. Nelson, who is an instructor of English and was sent to the United States as an exchange prisoner in 1942 was lecturing to his class when he laughingly commented that because of conditions the class would have to be held in Hallingdal, a small country town miles away. Austad took the remark seriously and came forward with a suggestion.

This suggestion put Nelson, his wife and Austad to work on the idea of having a special English school where an intensified program could be taught in a community some distance from Oslo. Everyone was highly enthusiastic over the idea including business men, educators and public officials all of whom doing what they could to get the project under way.

In a short time Nelson found the man whom he was looking. This man was willing to turn over a luxurious tourist hotel to about a hundred students and teachers for a nominal sum, providing the students did their own house work. Due to contributions of money, books, and labor, a hotel on the summit of a mountain near Drammen was turned into the Anglo-American house.

The school, opening last January 15, houses over one hundred students and four instructors who receive an intensified English course of fifteen weeks. The Nelsons have worked out a combination of the Oxford-Cambridge type of college, the American student co-operative school and the methods of the United States Specialized Training Program to develop the first resident school in Scandinavia.

The British Broadcasting Company has contributed five hundred books to start a library and a scholarship fund of six thousand dollars has already been established. However a strict priority system has been necessary which depends on the applicant's former education and the housing situation in Oslo. This situation will be somewhat alleviated when some barracks are erected, according to Austad.

Continued on Page 4

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GRADUATING SENIORS

WILLIAM M. HARRIS

32 Portsmouth Terrace, Rochester, N.Y.

Physics

Cap and Bells (2, 3, 4); *WHAV.*

Bill . . . that Upper New York twang . . . he and Fitzgerald made the dawn come up in Roberts silently and smoothly . . . practical jokester on a grand scale, Tat Brown saw bulldozers in his sleep . . . Navy greys, flashy ties, and a pipe . . . he knows more about Benham than Benham does, or cares to admit . . . "We could lash up the gear in no time" . . . telephone wizard . . . Cyranose . . . all those trips to Savannah paid off; Peg was our first "veteran's wife" . . . "Are you swatted up for the exam?"

ALBERT H. EWELL, JR.

4937 Walton Avenue, Philadelphia, Pa.

Psychology

WHAV (1, 2), *President* (3); *Chairman Music Room* (3); *Corporation Scholar* (2, 3).

"Hunt" . . . local member of Neitzche super-race . . . "Frustration bores me" . . . Tschaikowsky, Stokowski, and Abe . . . to Boston for "Records" . . . Ninth Entry Improvement Committee . . . "Who's got a cigarette, Dave?" . . . Oh, those Bryn Mawr Psych. labs . . . Haverford's gift to Princeton.

HOWARD B. KRIEBEL

Moylan, Pa.

Biology

Cap and Bells (2, 3, 4); *Charity Chest Committee* (3, 4); *Co-Chairman* (4); *'43 Record Board, Assistant Editor; Biology Club* (1, 2, 3); *Secretary* (2, 3); *Service Project* (1); *Jayvee Soccer* (1, 2, 3).

Krieb . . . associate of Henry, Dunn, and Co. . . . "I think I'll take a walk and look at da' choiping boids" . . . "has the Auk come?" . . . handsome, but doesn't know it . . . "Think I'll cut a bug" . . . wood-smoke and flannel shirts . . . swing and sway in a moderate way . . . Elodia Densia grows in the pond . . . Knock-kneed . . . I got this tan in Florida . . . what a chest.

ROBERT H. BEDROSSIAN

4501 State Road, Drexel Hill, Pa.

Chemistry

Bob . . . oh, those eyes . . . looks right through you, Haverford to Medical School and back to Haverford again . . . a friendly guy with a knockout of a smile . . . a highly worthy representative of Haverford's old guard.

GEORGE BARTHOLOMEW

1545 Beechwood Boulevard, Pittsburgh, Pa.

Chemistry

Soccer (1, 2); *Wrestling* (1, 2, 3); *Track* (2, 3, 4); *Varsity Club* (2).

Bart . . . Pittsburg . . . Shadyside . . . first of class of '45 in the pond . . . holds record for cuts in sophomore year . . . center forward soccer . . . consistently wrestled 15 pounds under his normal weight . . . broke the pole not the record in the pole vault . . . de-treed by the Swarthmore nightwatchman . . "Well, back in the 44th Infantry" . . . "But Babe, I didn't" . . . charter member of the 7 o'clock Bridge Club . . . ambition: a slag empire.

ALAN SPENCER ROGERS

Woodside Cottage, Haverford College, Haverford, Pa.

Chemistry

Track (1, 2, 3, 4).

Affable Al . . . Pop's boy . . . "I was running the quarter when you guys were still in grammar school" . . . Merrie England, afternoon cup of tea . . . one of the first to hit the khaki, but came up with a wife . . . "that's the way we talk in Norristown" student on campus who can look down on the Dean . . . "Fellas, I'm too old for this track stuff" . . . Yes, ALL the Rogers are doctors.

HERBERT M. WHITEHEAD

R.D. No. 1, South Windham, Maine

Philosophy....

Inter-Faith Forum (2, 3, 4); *Cap and Bells* (1); *Glee Club* (2, 3, 4).

Hey, Mace . . . What's new at Harrison's . . . bought a pump organ, had to put in new blowers, though . . . You should just hear my Aeolian harps sing in the wind . . . Whitehead, you need a haircut . . . Ah, your Father's moustache cup . . . Seventy cents, please; No, no credit . . . The Rabbi . . . Inter-Faith . . . Oh, those props . . . Off to Italy with the Friends . . . Who speaks Italian here?

CHARLES C. RYRIE

1009 Henry Street, Alton, Ill.

Mathematics

Cap and bells (1), *Vice-President* (2), *NEWS Editor* (1), *Sports Editor* (2); *Track Manager* (2); *Founders' Club* (2).

Saint Charles? . . . one of the mainstays of campus fundamentalism . . . wheel-horse for the NEWS—others talked, he worked . . . those week-ends in New York . . . "Charlie's Aunt" (will he live it down) . . . Schneider and Ryrie Inc. . . . one of the last of antiquitarians . . . Hsia v. Ryrie . . . "They can't take a math major."

DAVID JOHNSON

18 W. 122nd St., New York, N. Y.

Philosophy

Basketball (1, 2, 3, 4), *Captain* (3), *Co-Captain* (4); *Tennis* (3, 4), *Captain* (3), *Co-Captain* (4); *Virginia Cup* (3); *NEWS* (1); *Students' Council* (1, 3, 4); *President Students' Association* (4); *Class President* (3, 4); *I. R. C.* (3); *Varsity Club* (3, 4); *Founders' Club* (4); *Customs Committee* (3, 4).

"The Deacon" . . . Dean of the basketball and tennis courts . . . with a tragic sense of life . . . and champagne in the silver challice . . . from All Saints Club to the highest office, with Collins playing Gabriel . . . "I think—but you may not agree with me—".

ANSON B. HAUGHTON

Radnor Inn, Radnor, Pa.

Track (1, 2).

Ans . . . Hoot . . . Haverford School . . . the electronic minister . . . ran the mile and cross country . . . "Hey Bart, whose chief on this experiment?" . . . C.P.O. for a day . . . "Now when the Newcomb sank the Yamato" . . . second home 14 South Barclay . . . most human pre-theo in college . . . ambition: an electronic control for model railroads.

JULIUS KATCHEN

2 Hollywood Av., W. Long Branch, New Jersey

Philosophy

Founders Club (3); *Tau Kappa Alpha* (3); *Debating Society* (1, 2, 3); *Corporation Scholar* (3, 4); *Students' Council, ex officio,* (4); *Scholastic Improvement Committee* (4); *Customs Committee* (4); *Cap and Bells* (3), *President* (4), *Steering Committee* (3, 4); *Glee Club* (1, 2, 3, 4), *Director* (2), *President* (3); *Haverford Symphony, organizer and director* (3); *NEWS* (1, 2, 3, 4); *Inter-Faith Forum* (3, 4); *WHAV* (2).

Our closest approach to genius . . . at 12 an assured artist, at 18 a child prodigy . . . the original extra-curricular boy . . . "I must go tell the Dean how to handle this" . . . "This is going to be the best paper Dr. Steere ever read" . . . at elections, always a bridesmaid, never a bride . . . "Look at my hand! I'll never play again" . . . but we never tired of it . . . Angel for "wet paint" . . . our admiration would be superfluous.

S.D.I. in some of the above writeups denotes Swarthmore Decorators Incorporated, indicating membership in the raiding party which artistically sloshed red and black paint over the Garnet Campus early in the spring of 1945.

GRADUATING SENIORS

RICHARD D. RIVERS

1281 Everett Avenue, Louisville, Ky.

Physics

Cap and Bells (3); *NEWS, Ass't. Sports Editor* (1), *Photography Editor* (2); *Nautical Club, Secretary* (3), *Commodore* (4); *WHAV, Business Mgr.* (2), *Program Director* (3), *Chief Engineer* (4); *Wrestling; Baseball, Ass't. Mgr.* (2); *'46 Record, Photographer* (2); *Founders Club* (4); *Coop Committee* (1).

Rivers . . . man behind the tubes in the radio club . . . tooled up the physics lab to produce monsters on fantastic scale . . . rover boy . . . interest in anything new, ski trips, bicycle trips, Russian, framing Audobons . . . twenty-two room mates . . . a man's man's man . . . beneath the gadgeteer and easy going southern comfort gleams a fine, original mind . . . I'm from the South, son. Kentucky that is.

ROBERT H. BEHRENS

4042 Walnut St., Philadelphia, Pa.

English

Our "Bobby" just arrived this fall . . . athletic credit at Penn, Princeton, Drew . . . strong, silent type in Fossophy . . . "Take a bow, Roberto, Flough!" . . . leading pillar of the Old Cavalier Dept. . . . writer for Holiday, Crow's Nest and Sargent . . . Whaddaya know? A sheepskin! Baa!.

HANS E. PETERSEN

145 95th St. Brooklyn, N.Y.

Greek

'46 Record; Scholastic Improvement Committee; Corporation Scholar (1, 2, 3, 4).

Hahns, not Hantz . . . pillar to Post . . . Encyclopaedia Britannica, German Edition philosophies, art, music, literatures, etc. of both the United Nations and the Axis . . . yet Hahns is completely human . . . "When I say I know about all the German dialects, you're meant to think I know about all the German dialects, not that I know about all the German dialects" . . . that's no Brooklyn accent.

ROBERT PABLO PAYRO

Lavalle 357, Buenos Aires, Argentina

English

Felipe Espil Scholarship; Corporation Scholar (4); *President Students' Association* (3); *President I.R.C.* (4); *NEWS* (2,3,4); *Cap and Bells* (4); *Founders Club* (4); *J. V. Soccer* (3, 4); *Student Affairs Committee* (3); *Blood Donor Service* (3); *Famine Emergency Committee* (4).

Argentine's gift to Haverford . . . mainstay of intellect and leadership on campus . . . brought outside, objective approach which interested faculty and students . . . envied accent with a smile . . . if its contemporary, literature or Faulkner Roberto knows all about it . . . found Haverford has politics too . . . si, si Roberto . . . always time for another committee if asked (could he have more than Katchen?) . . . Hasta la vista.

GEORGE M. YAMANE

1938 Panoa Road, Honolulu, T.H.

Nautical Club (3); *Track* (3); *Glee Club* (3, 4).

A little guy with a big smile . . . ready to help, laugh or lend . . . "Tough Situation as we say in Hawaii" . . . can wield a mean hammer . . . smooth as a linoleum floor . . . Hawaiian prints on ties and shirts . . . owner of a very cosmopolitan bicycle . . . Aloah.

LAWRENCE D. STEEFEL, JR.

2808 River Rd. West, Minneapolis, Minnesota

History

NEWS, Circ. Mgr. (1), *Business Mgr.* (2); *Soccer* (3, 4); *Varsity Club* (4); *Founders' Club* (3), *Freshman Prize* (1); *Baseball* (2, 3); *Basketball* (1); *Cap and Bells* (2); *Debating Society*; *S.D.I.*

Steef . . . "Don't be bittle" . . . keen intellect . . . "All women are witches" . . . artistic temperament but he plays soccer too . . . "now back in Meenisoota" . . . in a chateaux off campus . . . that oft-profaned sofa.

RICHARD B. WINDER IV

5908 Cedar Parkway, Chevy Chase, Maryland

Fencing Team; Glee Club; Cap and Bells; Stack Board.

R. Bayly Winder IV . . . a reminder: call him Winder . . . Arabia yes, Deserta no . . . and it's you . . . "Mr. Winder, this is not a class for the feebleminded" . . . ten o'clock tea with a primus burner and the intellectual elite . . . (Who is Herodas?) x 81.

WILLIAM L. HEDGES

9 John Street, Providence, R.I.

History

NEWS (1); *Stack Board* (1, 2, 3); *Baseball* (1, 2, 4), *Captain*; *J.V. Basketball* (1, 2, 3); *Class President* (3).

Huges, Will, Just plain Bill . . . scratch hits and solid marks . . . that slo-o-o-ow smile is a barometer of nuance . . popular . . . methodical student of Blue Ribbon and blues, Pee-wee and Bertrand, Sir Thomas and Terry, cardinals and Cards, drama and drams, Rhoada and Rhodes . . . learned Hemingway the hard way . . . everyone else knows he'll be a prof . . . fake it, Willie!

ROBERT PEARSON ROCHE

111 7th St. Garden City, N.Y.

English

Glee Club (3, 4); *Debating Society* (2, 3, 4); *TKA* (3, 4); *Football Mgr.* (2, 3, 4); *Baseball* (3); *Nautical Club* (1, 2, 3), *Commodore* (2); *NEWS* (1, 2, 3, 4), *News Editor* (2), *Managing Editor* (3), *Editor-in-Chief* (4); *Dance Committee* (3); *Customs Committee* (2, 3, 4), *Chairman* (3); *Varsity Club* (3, 4); *Beta Rho Sigma Society; Students' Council; IRC* (2); *S. D.I.*

Boblet . . . "Gee, I'm sorry Barker" . . . "Guten Tag, Herr Frye, auf dem cuff bitte" . . . L.M.-a.m., p.m. . . . L. Arnold Post: There's no room for imbeciles in this college, Mr. Roche . . . but Bob got even at the end of Humanistics . . . "R.P.R.—P.C.L.", 61 times in booth No. 3 at the Straw . . . good ol' Flumpy . . . "I'm the editor, Stone."

WALTER Y. KATO

5210 Winthrop Avenue, Chicago, Illinois

Physics

WHAV (1), *President* (2); *Debating Society* (1, 2); *Cap and Bells* (2), *Vice President* (4), *Stage Electrician*; *NEWS* (2); *Students' Council* (4); *Nautical Club* (3); *Customs Committee* (3); *Varsity Baseball* (2, 3); *Founders Club* (3), *Secretary* (4); *Tau Kappa Alpha* (3), *Secretary* (4); *Physics Lab. Assistant* (3, 4).

Walt . . . Founders' alarm-clock . . . "Hey, lookit" . . . Kato & Co. cop hoop championship . . . how was the girl, Walt? The music was wonderful! . . . am I on the board or in my hand? . . . happy smile . . . head of Math I and Physics Tutoring department . . . charter '46 man . . . we nominate Pvt. Kato to head Atomic Research.

GEORGE B. T. STURR

129 Fourth Avenue, Haddon Heights, N.Y.

Government

NEWS (1, 2, 3, 4); *WHAV* (1, 2, 4); *Debating Club* (1, 2); *Cap and Bells* (2); *IRC* (1, 2, 3, 4).

Biggest man not on Campus . . . the Hollywood Holdout . . . Poet Laureate of "Comps" . . . life among the lilliputians . . . "Where will they put that bed?" . . . the great South American Bubble . . . "Hello, Harry, I'm off to New York, Washington and Cleveland."

Complete Text of Gordon K. Chalmer's Commencement Day Address

THE BREAK IN LIBERALISM

In 1942 the president of the Rockefeller Foundation, Mr. Raymond B. Fosdick, said, "History shows that it is possible to lose a civilization even while armies and navies are triumphant." The test of the armies and navies is past and the test of civiliation is upon us. It confronts our country, now tempted to grow fat while the world starves; it confronts us in the large political, social, and international terms with which our delegates at Paris and New York must cope; it confronts the graduates of 1946 in intimate and philosophical terms, and it is of these that I shall speak.

Mr. Fosdick in 1942 described universities and colleges: "As in Europe, so here at home," he said, "liberal education has been discarded for the duration. Our universities are now instrumentalities of total war. Technology is left as the one subject which must be taught. History, economics, literature, philosophy—the whole range of the social sciences and the humanistic studies—have been crowded out of the picture by the pressure of higher priorities. Our young men are not to be trained in liberal understanding; they must be made into soldiers. Of necessity, their education must be an education in violence. Their participation in the cultural and social heritage of civilization is adjourned. For the time being, at least, their generation may not share in the human tradition on which alone the building of a worth-while future depends."

In these sentences, **civilization, liberal education, liberal understanding,** and **humane tradition** are associated or equated. They are, of course, variously defined and often loosely pronounced without any definition at all. For our purpose let us assume that they connote the maximum of freedom that is workable and can be sustained. Freedom is popularly regarded as a negative thing—freedom **from** something, liberty being the absence of restraint. Henry Mencken said that most people thought to be liberated are not free at all, but merely unbuttoned. And the notion persists that the most liberal is the least inhibited—among colleges, that the freest are those with the fewest requirements and examinations, in politics, that the most liberal action is the least checked. As if American government were the will, or even the whim of the majority. It is, of course ,no such thing; but rather, the will of the majority tempered by justice. Justice constitutes the positive side of liberalism, which is, in fact, an order.

Liberalism is an order. Against it in deadly enmity stand the imposed orders of empire, of the ruling class, be it plebian or patrician, of the authoritarian church or the authoritarian state. In the war liberalism was pitted against the vaunted New Order for Europe and the Greater East-Asia Co-prosperity holders. It is true that the issues of the war were not so clear as we should have liked, that other empires opposed the imperialism of Germany and Japan. But so far as we can tell, what liberalism existed in the world was on one side of the conflict, and its opposite on the other. Liberalism is an order designed to keep the peace. Unlike these other orders it cannot be imposed. The occupation troops cannot plant it, telling the defeated to be liberal or be hanged. It can be discovered; if communicated from one man to another, its only means of transfer is emulation.

Being both an order and the denial of some restraints, Liberalism stands on a paradox, which is well stated in the now-famous Harvard Report, **General Education in a Free Society.** Freedom, say the Harvard scholars, means submission—submission to certain truths. "These are truths," they say, "which none can be free to ignore." Liberalism in education, they say, is different from education in liberalism, which "has a pattern of its own."

Liberalism has a pattern of its own. As the report progresses we read that in the opinion of its authors there lies at the center of human experience when most accurately examined a norm or standard of human life, a set of values commonly known and understood, or at least approached by thoughtful men, and against which all new problems and actions may be judged. The committee quotes Mencius, Plato, and a modern writer, Stephen Pepper, in exposition of this propostion, and then comments:

"Man, these agree, has his norm, and the account of education which we are giving here agrees, too, without, however, professing to give an adequate statement of the norm. The apprehension of the norm—by approximation to it—is education itself, which is thus its own aim."

What has been interrupted by the war is the systematic study by the young of what that underlying pattern may be and how it may be sought. How thorough was the break in this study you could not guess by looking at Haverford College and the few other colleges where some men not needed for war managed to instruct themselves in the long study of the nature of justice and of what may be called valuable and the study of how to distinguish it from its popular parody. But reflect that such pursuits of the young came to an end in Germany and Italy before 1935, in France, Britain, and the Low Countries in 1939, and for most young men and not a few young women in America in 1942.

The war was bad, through and through bad, bad for everyone. But its effect on liberalism could be turned into good. To begin with, millions of young people who were apathetic to the needs of freedom made its defense their business and in the ordeal learned what only brave men can learn about evil and oppression, learned, in short, the hard moral basis of liberalism itself and learned the abiding fact that there are forces always at work in the human breast to destroy or overcome it. Thus, hard reflection upon the war may lead your generation to state clearly for yourselves the foundations of liberalism.

Another good which could be made of the war lies in the fact that many modern manifestations of liberalism before the war were weak or ineffectual, and the war destroyed them. Consider the revolutions between the last two wars. Liberalism made a feeble cry for a few months in Russia and lost. For a few years it struggled to establish itself in Germany; for less than that in Italy and Spain. In France it was so weakened within that it went down, and how near it came to extinction in Britain and America we shall never know.

With characteristic realism a Londoner said to an American in 1939: if war comes it will be terrible for the city, but London needs to be rebuilt anyway. One might well say of the bombed-out and shattered pre-war political liberalism: it needed to be rebuilt anyway. That is political liberalism, an expression, however faulty, of the liberal understanding and humane tradition of which Mr. Fosdick spoke. The fact that the continuity of humane studies has been broken could prove a good thing if it should lead men to build a more durable liberalism. For the critical minds of your generation this constitutes the major challenge.

These are large considerations for world society and the Republic; they have direct bearing on choices you soon will make. For if you propose to think your thoughts, write your books and essays, edit your newspapers, represent your constituencies in Congress, preach your sermons, teach your students, administer relief to the destitute, manage your businesses, and govern your communities in such a way that the pattern of liberalism will be better understood and more operative in the world, two forces will oppose you even in peace: the immediate necessity to do the technical work of the world ,and the general disrepute of any other kind of work.

The former confronts you tomorrow. What little knowledge you now have is needed, such is the intellectual poverty induced by the war-time eclipse of college studies, for important but limited technical tasks. For the past five years in Washington a girl got a job as a stenographer if she could distinguish a typewriter from a washing machine. You can get a job as a teacher somewhere tomorrow if you can read and count. There are, presumably, young people in the world who know less than you do, and you could teach them. The foreign service wants you, if you'll take an accelerated course—the foreign services of the government and of business. The relief of famine needs you if you have a very little equipment for the job. Technical jobs related to industry and scientific research are begging for college graduates. Almost all such jobs for the young man are primarily technical; that is, they constitute the application of a technique and the minimum of critical judgment. You will be asked to work and not to think. It is true that you might speedily sense what is wrong with the management of the job you undertake, but you will be told to keep your critical judgment to yourself. But if in doing any of these tasks you neglect, though in silence, the development of your critical powers, you will prove of small use to liberalism.

The second opponent of the liberal understanding is the general disrepute of all non-technical work. Here is the great enemy—not the technical work itself, but the disrepute of what is non-technical. One should not complain that most human energy goes into technical development—the effort to perform with greater efficiency the functions of engineering, transport, provisioning, government, and the like. Given humanity, these jobs are given. But beneath them lies the never-to-be-forgotten task of reasoning out and remembering why they should be done. The scientist, George Washington Carver, listened to a former student describe a new method of feeding hogs. "If you soak the grain," said the student, "the hog can digest it in half the time." Dr. Carver reflected on this and asked: "What's a hog's time worth?" Reminders of worth, the outcome not of little homespun epigrams, but of hard and long investigation of quality now enjoys little favor.

It is surprising that this should be true after a war fought to preserve values. But here is the fact. You can see it, for example, in the current dispute about education. Some of the men who with great skill organized the mathematical and engineering genius of the war have been outlining the post-war education of the country. They have assumed that the intellectual problems of peace are similar to those of war, as similar, let us say, as ploughshares are to swords. So they have outlined the functions of peace and how to train men for these. Their plans are highly practical, everything is studied for an observed though immediate end. This is true not only of chemistry, but of literature, which turns out in the minds of these planners to be of value to lawyers, psychiatrists, parsons, and others whose jobs require them to manipulate men and women—and salesmen, who should first of all "make contacts," and all those who, in the phrase of a mean little book, should "win friends and influence people."

These planners of American education regard your college days at Haverford as essentially vocational, pointing out that your fathers follow relatively few callings and that you will do the same. Let us admit the fact, they say, that students like yourselves came here, whether you knew it or not, to acquire the grounding or the veneer proper to your future profession.

We can't have it both ways; either college work is professional in underlying purpose or it is not. If it is professional, its special problems are the problems of better and better means to given ends. If it is not professional, its problems are to discover better-understood ends. One cannot go deeply into scholarship nor deeply into the life of our time without knowing that what the world needs and what learning seeks is the same: a better understanding of what are the aims or ends of what we do. What ought to be sought in college is good for all men and useful to them, with slight changes in vocabulary, in any age. It is, to quote again the Harvard Report, "the common knowledge and common values on which a free society depends." Thus the whole study in science, in social science, and in the humanities, is a pursuit of the same question: what is this nature with which we deal? Why are some sciences more central in the curriculum than others? Is it not because they bring the student more quickly to the place where he can pose the question concerning the nature of matter, of life, of physis itself? The humanities have been central for so many years because they lead deepest into the mystery of what we are and may be; their off-shoot, the social sciences, elaborate the question by asking: what are we when considered in groups, and what is the true nature of the groups?

The humane tradition and the pattern of liberalism arose in history as a result of long and critical inquiry. At their center lies the complex idea of justice, which to find and apply in new places and times, has taxed the wisest and baffled many. No one thinker or judge discovered it. Mankind by hard living developed it through centuries in Judea, the Orient, Greece, and the West. To know it in 1946 is to know history, ethics, theology, poetry, political and natural science. To know it is to be learned indeed, for pursuit of the idea of justice carries one not only deep into recorded human experience but out of reason altogether into beliefs. One could not hope to make that mighty idea available in his lifetime without pursuing it to where it starts, not as a proposition in the mind, but an assumption in the heart, the mysterious and, from the logical viewpoint, the dogmatic assumption of the man of faith: every individual is precious—in the sight of men, in the sight of God.

Liberal education may variously recount that final step from reason to faith; it may rest on varying faiths, some of them at odds with others. But I know no sample of liberalism in all the world which does not build up the things most important to be known on some affirmation of what it is worth most to believe. The shrewdest reasoning we have, on clearing the ground of argument, arrives at propositions such as these recent books or essays—**The Faith of a Moralist; The Faith of a Liberal; A Free Man's Worship, What I Believe—credo, credo.**

If these things are true, it must be evident that liberal understanding and the humane tradition rely on education in which vocational preparation is not the primary concern. The primary concern, indeed, must be the discovery of value. This being true, the arts and letters cannot be regarded primarily as means of relaxation, amusement, and escape, as the educational planners propose, nor as psychological technique for those who would enslave them to monetary and immediately practical ends. Instead, they fall at the center of all the studies of value, being concerned altogether iwth it, and where they are highly serious, representing the essential work of our life rather than its holiday.

The illiberal activities of our lifetime are heady and fascinating. They command some of the best brains and the mightiest power in the community. The liberal activities—those designed to find and show forth humane ideas, to reveal our nature to ourselves, to clarify, compare, and avaluate beliefs—the liberal tradition in all ages has been submerged. If let alone it has disappeared, and never was this more likely than now.

Illiberalism may wind up in an obvious Dachau, but so innocent is its face, you may pass it a hundred times, unrecognizing. The critical view of human values, and faith in their constancy hardly appear on the street. It is only the searcher and thinker, already endowed with imagination and affection, or at least free of the curse of literal-mindedness, who finds them. College has tried in spite of war and distraction to start you on the way of seeking always the critical values hidden in what we as man do and think and declare good. Your professors have started you off in different ways: as scientists, humanists, men of affairs, but all with a single hope, that your first concern will be always for the pattern of liberalism.

Frequently in the centuries of the Old Testament and the first century of New Testament times the idea recurred that the number who could see and understand the ways of light are few. They were called God's remnant. If liberalim is to be restired in the middle of our century, it will be done by a remnant, a small group of determined and intelligent men, a group pitifully small in Asia and Europe, a group much reduced in the United States. May you be numbered among them. You have made, it is true, only a beginning, and truly to be of use you must enquire and learn and keep referring to that common faith on which liberalism rests. Upon this enquiry and learning and this renewal of faith depends more than in other years. If you pursue them well, you have before you the chance to bring order into our lives on terms which far from confining the huma spirit will make it flourish everywhere.