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## CONTENTS

	PAGE
The Trees of Haverford College Campus . . . . .	3
Spring . . . . .	11
Premedical Work at Haverford . . . . .	12
Music at Haverford in 1939-40 . . . . .	19
Memory Through a Mist . . . . .	20
Beyond the Bidassoa . . . . .	21
Obituaries . . . . .	26

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# The Trees of Haverford College Campus

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THE Haverford College *Bulletin* states that, "The College has a pleasant and beautiful location in the township of Haverford, Delaware County, Pennsylvania, nine miles west of the center of Philadelphia." The first Managers in describing the selection of the site wrote: "We wish to procure a farm in a neighborhood of unquestionable salubrity . . . recommended by the beauty of the scenery and a retired situation." The same bulletin also states that the present property consists of two hundred sixteen acres—the map accompanying the bulletin gives two hundred twenty-six as the acreage—described as follows: "While a portion is retained as farm and woodland, a lawn of sixty acres was long ago graded and tastefully planted with trees and shrubs by a landscape gardener, so that the natural beauty of the location has increased with passing years." The phrases "salubrity of the neighborhood, the beauty of the scenery, and the retired situation" of the two hundred sixteen acres, together with the increase of the natural beauty of the location brought about by landscaping, paint a picture of horticultural

and sylvan richness false in no detail, but particularly true in regard to our wealth of trees, wealth both in number of kinds and perfection and interest of individuals.

The woodland "retained" consists of four plots, one small, north of the skating pond, another slightly larger between Lloyd Hall and College Avenue, a small grove of locusts and mixed growth by the power house, and the largest one of the four along the south and east boundaries of the College grounds, which is traversed by the Nature Walk. Strangely enough, although blessed with these four acres of natural woodland, few trees of authentic age equal to that of the College are present. Two large tulip trees, one on either side of the Nature Walk as it leaves the southern border of the last mentioned woodlot, are the only trees of the original purchase to survive the first hundred years of college life. The others have gone to feed the flames of the College fireplaces. Despite this lack of living specimens with an authentic age equal to or greater than the College, several records of an older forest are still available. These are contained in the stumps of

American Chestnuts, dead since 1916, when they were killed by a Chestnut Blight, introduced from the Orient. A few of the stumps bear evidence in their rings of at least a hundred years of life and how much more cannot be determined, as the central rings have completely decayed.

The only other tree of an age equal to that of the tulip trees and the long dead American Chestnuts is the Osage-orange, sprawling fantastically on the ground near the south entrance to the Mary Newlin Smith Memorial Garden. This tree, certainly not a part of the original forest, as Osage-orange is not native, but an introduction from the Mississippi Valley, is supposed to have been planted before the original purchase. It is, nevertheless, one of the oldest Osage-oranges to be found, and tradition has it that the children of all the generations of the Haverford College faculty have played in its sprawling branches. The children may have played in it, but a count of its rings shows considerably less than one hundred years of growth. However the difficulty of counting the partly decayed and much contorted rings of the oldest part of the trunk is too great to permit an accurate determination of its age, and it may well be as old as is claimed. At least it is one of the oldest and certainly one of the most picturesque trees of the campus.

A comparative youngster to the ancient Osage-orange is a scion, once removed, of the Penn Treaty Elm. This, one of the best known trees of the campus, displays the typical urn-like form of the elms directly between Founders and Sharpless Halls. The tree is actually a living part of the ancient elm under which William Penn met the Indian chiefs in 1682. Botanists regard propagation by scions as a distinctively vegetative process, as contrasted with sexual reproduction by seed, and plants so produced are to be considered a continuation of the original, separated in space and time. The original tree was of majestic proportions, having a girth at the base of twenty-four feet, and a branch spread of one hundred fifty feet, and many an Indian council was said to have been held beneath its wide spreading branches. The old elm finally came into the possession of General Paul Oliver, who transplanted a shoot from the dying tree to his home in Bay Ridge, New York. There it grew for about fifty years. Then General Oliver moved to Wilkes-Barre, Pennsylvania, and so great was his sentimental attachment for the tree that he had it transplanted to his new home. The tree survived the dangers of moving and may still be seen near the town chapel at Wilkes-Barre. A scion from the General Oliver tree was presented to Haverford

College by Joshua Baily, at one time head of the J. L. Baily Cloth Manufacturing Company. This tree, our elm, has now a circumference of over ten feet, a height of ninety feet and a branch spread of one hundred twenty feet, not yet as large as the original tree but with an excellent chance of reaching and even surpassing it within the next one hundred and fifty years.

Other, but smaller, trees developed from scions taken from the General Oliver tree may be found in the vicinity of Haverford College. The best known of these include one on the campus of the University of Pennsylvania, planted by Governor Hastings, one on the grounds of the Pennsylvania Hospital in Philadelphia, another in the yard of the Friends' Meeting House on 12th Street in Philadelphia, and still another on the campus of Westtown School.

About two hundred fifty feet southeast of Roberts Hall a group of seven young elms may be seen. These are rooted from scions taken from our elm by Mr. C. C. Wistar, an alumnus of the College, and presented to the College by him in 1916. In giving seven trees for planting, the old English custom of planting seven trees of the same species in a group was followed. This same custom also accounts for the other groups of seven to be found on the campus.

Some of the older groups of seven may be seen in the same

section of the campus as the young scions of the Penn Treaty Elm. About midway between them and the College pond is a group of seven large tulip trees, none equaling the size or age of the two on the Nature Walk, but magnificent specimens nevertheless, especially in autumn, when their bright yellow foliage and rugged contours make a pleasing picture against the blue of the distant pond. Directly across the campus and about two hundred feet northwest of Roberts Hall is another interesting group of seven. In this American Elms and English Elms have been planted together, a slight departure from the custom but a sightly one nevertheless. The group well illustrates the differences in general appearance between the two species. Viewed from the group of tulip trees previously described, the rugged English Elms pile up their masses of foliage on the left of the group, while the American Elms show their drooping, more graceful outlines on the right. Another interesting difference is in their leaf fall. Long after the American Elms are bare the English Elms still retain their masses of foliage. Two other groups of seven are to be seen in the same section of the campus, one of White Oaks and Scarlet Oaks at the edge of the little copse by Professor Snyder's house just to the left of the spot where the walk from Roberts Hall to

Merion enters it; another of Swamp White Oaks occurs on the brow of the hill between the tulip trees and the pond. Other individuals and groups are present and worthy of mention but it is well to remember that the trees of Haverford College, although an important element of the "tastefully planted" lawn and campus, are now also part of the Haverford College Arboretum.

An Arboretum, as generally defined, may have three more or less distinct functions; first, as an out-of-door museum in which the public can see hardy trees and shrubs, both native and introduced, conveniently arranged; second, as a dendrological station and laboratory in which the scientific study of trees is carried on; and third, as a bureau of publication, exploration and exchange through which botanical exploration in different parts of the world is undertaken and the results and products of these explorations made known and distributed. The first and second of these functions are the only ones likely to be attempted at the Haverford College Arboretum, and thus far the emphasis has been almost entirely on the first.

The origin of our Arboretum, or rather the origin of the thought of an Arboretum, is somewhat obscure. Apparently the failure of the farm land to produce an annual profit led to some discussion of other uses for the land.

This, combined with a real love of trees, led a number of minds to the thought of the development of an Arboretum. The thought took definite form in 1926 when Mr. R. J. Johnston presented a tentative plan for a College Arboretum. In collaboration with Mr. Henry W. Stokes, Mr. Edward Woolman, President Comfort, Professor Albert Wilson, and other members of the Campus Club, and with the technical advice of Mr. Albert L. Baily, plans were made, and in 1928 several hundred small trees were purchased and planted in a temporary nursery on the part of the College grounds to the west of Haverford Road. Additional trees have been purchased in succeeding years and those first purchased have been transplanted to the Nature Walk or the permanent Arboretum as they reached the proper size. Although all trees on the campus are rightfully considered elements of the Arboretum, the plantings made since 1928 on the farm lands along the south and west boundaries of the College grounds have been arranged to show generic and family relationships and thus technically fulfill the definition of an Arboretum better than the indiscriminate mixture of species about the College buildings. Due, however, to the number of kinds and the beauty of individual specimens of the oaks of the older plantings, no effort has been made to dupli-

cate them in the newer part of the Arboretum, and any additional species available will be planted in what is now regarded as the oak section of the Arboretum, the section immediately surrounding the College buildings.

Surplus trees of the original purchases have been planted out to form the borders of a path extending from the Observatory west to Haverford Road, then south to the southwest corner of the grounds, and then east to the large tulip trees at the entrance to the woods. The path continues through the natural growth of the original woodlot to its north boundary then north and east through an avenue of Scot's Pine to the roadway by Professor Lockwood's house.

The Scot's Pine and the flowering shrubs of the east section of the Nature Walk were given by Mr. Edward Woolman. Mr. Francis J. Stokes has generously contributed a fund, the interest from which helps to support the growing needs of the Arboretum.

At present the Arboretum has two hundred forty-two species of trees either as nursery stock or actually in the Arboretum. Of these, eighty-nine are conifers and the pinetum. The first section of the Nature Walk beyond the Observatory contains young and vigorous specimens from many parts of the world and is well worth a visit by anyone at any time. It is especially attractive

during the winter when snow transforms the whole planting into a green and white fairyland of strangely shaped Christmas trees. The casual visitor may or may not notice that pines with two needles in a cluster are first in the planting, followed by those with three, two and three mixed on the same tree and last those with five needles. In the first group, just to the left of the walk as it drops over the brow of the hill, appears the low, bushy Mugho Pine, often used in foundation planting. The other common name, Swiss Mountain Pine, furnishes a clue to its native habitat, which is the mountainous region from Spain to the Balkans. A large and exceptionally fine tree of this species may be seen about fifty feet northeast of South Barclay. To the left of the Mugho Pine group, along the crest of the slope, other two-needle pines are in sequence, Scot's Pine, Jack Pine and last the Table Mountain Pine. This is a pine found only near the top of the Appalachian Mountains from Pennsylvania to Georgia. Its cones are remarkable both because of their long, sharp, recurved prickles and their firmness of attachment to the trunk. They often remain and are covered over by the growing bark and wood of the tree. The Japanese Red Pines, easily recognized by their groups of three needles and luxuriance of cone production, are planted a little farther

along the Nature Walk. With them are the Pitch Pines of New Jersey, also three needles, but with thicker prickly cones. Nine other species of Pine occur in this first section of the pinetum, but each cannot be separately described. Following the pines, about midway between College Avenue and Featherbed Lane is a group of junipers and *Retinosporas*. These vary in habit from the tall columnar form of the Chinese Juniper to the low spreading, prostrate forms of the Common Juniper.

Beyond the junipers, there follows in order, the yews, the Giant Sequoia, the larches, the true cedars, including specimens of the Cedar of Lebanon, the Atlas Cedar and the Deodar Cedar. Along the upper margin of the field, just below the practice field and the tennis courts, are the plantings of the firs, hemlocks and spruces in order. Ten species of firs, four of hemlock and nine of spruce have been transplanted from the nursery.

The deciduous trees occupy the former cornfield to the south of Featherbed Lane and are arranged as are the conifers in a sequence to illustrate degree of relationship. With few exceptions the groups adjacent to each other are those most closely related. Included in this section are many interesting trees, but as larger, more easily located specimens of many of them occur

about the College buildings it might be better to select from that section a few of the most interesting.

The main campus being the oak section of the Arboretum, many species of that genus may be expected there. Thus in the space between Lloyd, Roberts Hall and Sharpless Hall, are specimens of Northern Red Oaks, pin oaks (a large tree at the entrance of Sharpless Hall), turkey oaks (the only campus specimen is to be found between Roberts Hall and North Barclay), Burr Oaks or Mossy Cup Oaks (the two names are used about equally), and Swamp White Oaks. The Burr Oak standing by the walk between Roberts Hall and Founders is the most massive tree of the campus, although another almost as large is located near the east entrance to the Mary Newlin Smith Memorial Garden. In the rear of Sharpless Hall are three young specimens of the Cow Oak planted in honor of Chalkley Palmer and a Spanish Oak planted by the class of 1940. North of Barclay are two Overcup Oaks and to the east along College Lane, a Scarlet Oak. Between the planetrees, along the margin of Merion Field, are a number of English Oaks. Interesting to most who have seen only the lobed-leaved oak of the northeast is the entire-leaved Willow Oak. A magnificent specimen shades the tennis courts by the Chemis-

try Laboratory. The planting along Featherbed Lane is also composed of this species. Two specimens of another entire-leaved oak, the Basket Oak, are to be found along the roadway between Lloyd Hall and Railroad Avenue, one to the east of the road and the other almost in the center of the triangular plot formed by the road, Railroad Avenue and Meetinghouse Lane.

In the small area of the triangle many other interesting species are to be seen. A Soapberry, native to the Southwest, grows to the right of Meetinghouse Lane. The blue berries of this tree are saponaceous and have been used as a soap, hence its common name. Near it stands a small elm with golden-yellow foliage, the Golden Elm.

Nearer the road and directly opposite the Basket Oak is a *Cedrela*, a tree with compound leaves and stringy bark. It is also known as Cigarbox-cedar from its use in the making of cigar boxes. Near it is a tree with large heart-shaped leaves and numerous seed pods, displayed during both summer and winter. In the early spring this tree, the Empress Tree or *Paulownia*, is often covered with pale lavender colored flowers which open before the leaves develop. Its habit of early flowering and of forming the flower buds in the late summer and carrying them on exposed branches throughout the winter is respon-

sible for the loss by freezing of the flowers except during the most favorable seasons.

Directly in front of Center Barclay and exposed to the flames of student celebrations is a Bald Cypress. This, a tree of the southern swamps, develops knees, or breathing roots, when growing in water but lacks them when grown in dry soil. Small Bald Cypressess have been planted along the margin of the pond, and in time a fringe of "knees" should appear. This conifer also has the habit, unusual for conifers, of dropping its needles during the winter season. With the needles it drops the small branchlets bearing them, a habit unusual for any tree.

Near the Bald Cypress and enclosed in the triangle formed by the roads is a single tree. This is the *Katsura*, a tree of Japan, which starts life as a small bushy plant with numerous upright stems. These coalesce as it grows older to form a single braided trunk. An older specimen immediately south of Morris Infirmary shows the coalescence much better than the one by Barclay.

Another tree with fluted trunk somewhat similar to the *Katsura* is the *Styrax*. One specimen of this beautiful tree may be seen in the opening behind the gymnasium. Its fluted and buttressed trunk and horizontal branches compressed to a plank-like thinness gives this tree of the south-

west a truly tropical appearance. In late May the spreading branches bear a profusion of tiny flowers, outlining the tree with horizontal bars of white. Near it is a small Epaulette-tree, so called because the masses of small flowers bear a resemblance to the shoulder ornament of that name.

Many more kinds of trees are present and many of them are as interesting as those mentioned, but not all can be given space here. However two more have to be included in any mention of Haverford College trees. First the Ginkgo, known to every student who has occasion to travel the road to Meeting or pass in front of Founders Hall. The rancid smelling fruits are produced only by female trees which usually have more widely spreading branches than the males. Unfortunately the sex of the young trees could not be determined at the time the Haverford specimens were planted. However, if the outer pulp is washed away, the inner meat is without odor and is not unpalatable when roasted. The tree is of great interest to botanists as it is one of the oldest trees in existence (it is often described as a living fossil), and is unknown in the wild state. The specimens introduced into this country were obtained from the

Orient where the Ginkgo had long been grown as a temple tree.

Another famous tree is the Gordonia or Franklin-tree. This is a small tree or large shrub with gardenia-like flowers produced throughout the summer and fall. It was discovered by John Bartram in Georgia. Specimens were sent by him to England, and it became a favorite garden shrub. The number of specimens sent to England either exhausted the supply of wild plants or the original site has been lost, as no botanist has been able to find a wild plant in the past hundred years. This despite the fact that repeated searches of Georgia swamps have been made by experienced botanists during that time. A small specimen of this tree is on the left of the Nature Walk just within the entrance by Professor Lockwood's house. Another, which has borne flowers for the past few years, may be seen by the Nature Walk, about two hundred feet from the large tulip trees at the edge of the woodlot.

These and the many other trees not mentioned help to preserve "the beauty of the scenery," observed by the first Managers and will certainly continue to increase the natural beauty of the location with passing years.

## SPRING

Clouds and white sunlight,  
White birds in the sky,  
And the white wave falling  
Where the warm sands lie.

Rain and grey breakers,  
No gulls in the gloom,  
And the grey flood crashing  
Where the cold rocks loom.

TRISTRAM P. COFFIN, '43.

# Premedical Work at Haverford

WILLIAM BUELL MELDRUM

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IT IS a matter of record that Haverford has been favorably regarded for many years as a preparatory college for medical school. Year after year young men have issued from the Main Line campus in a fairly steady and slowly growing stream, to continue elsewhere their preparation for a career in medicine or surgery or medical research. The success of these men in their medical school courses and in subsequent practice, coupled with an expanding recognition of Haverford's high standards of scholarship, has induced a definite trend towards the College of men seeking an adequate premedical education in a scholarly environment. A factor which has recommended Haverford over many other colleges is the flexibility of the College program. This permits a man to develop his major scholastic interests in whatever field they may lie and at the same time secure a knowledge of those subjects essential for admission to medical school. This plan possesses undoubted advantages over that obtaining in many institutions where a student preparing for medical school must follow a rather rigid program of courses

with few electives and with an undesirable preponderance of science. In spite of the extensive preparation in scientific subjects now expected of students seeking admission to medical school, the Haverford student has abundant opportunity to follow his interests in the non-science fields.

The recent changes in status and in content of the premedical course is directly ascribable to the change in the requirements for admission to medical school. During the past forty years, as everyone today realizes, medical knowledge has increased in a truly remarkable way. This increase necessitated an expansion of the medical school curriculum. New courses and whole new fields of study had to be incorporated if graduates of the medical schools were to receive the benefit of new knowledge and new techniques. The expansion took place in two directions. Postgraduate courses in special techniques were established, and to a large extent the premedical sciences were shifted back into the preparatory college course. In 1900 and even later, a high school course was sufficient pre-requisite for admission to medical school. Today, at least

two years of college work is required for admission to any medical school; some schools, including Jefferson Medical College, in Philadelphia, definitely require a full four-year college course; the majority although not requiring, according to their published statements, graduation from college, admit very few who do not comply with that requirement. Today, all medical schools, following the rulings of the American Medical Association, list certain college courses in biology, chemistry, physics, English, and a foreign language, as definite requirements for admission.

Still another factor, in addition to the expansion in medical knowledge and the consequent raising of admission requirements, tended to focus more serious attention on the college premedical course. This was the somewhat abrupt change in the ratio of those who wished to study medicine to the number of places which the medical schools could offer to them. This was all the more marked because as the former number grew the latter number diminished. Between 1890 and 1930 the population of the United States increased by about 95 per cent. Compared with this, the increase in the number of those availing themselves of high school and college education was very great. The increase in the number of secondary school students between 1890 and 1930 was 1,520 per cent, and the increase in the

number of college graduates was about 770 per cent. But, in contrast, the number of medical schools *decreased*, between 1900 and 1932, from 160 to 76, or 52.5 per cent, and the number of students in the medical schools *decreased*, during the same interval from 25,204 to 22,135, or about 12 per cent. Thus, today, to supply a nearly doubled population, and to satisfy the demands for medical training of a vastly greater number of men, the medical schools actually have *fewer* places to offer. This situation presented to the deans of the medical schools a serious problem and a splendid opportunity, the problem of meeting the demands of the many and the opportunity of selecting relatively few of the best. In Table I are given data, taken from *Medical Education*, published by the Association of American Medical Colleges, 1932, which show the change in number of medical schools, medical students, and the number of medical students possessing collegiate degrees, at various periods between 1890 and 1932.

The growth in the number of those applying for admission to medical schools is readily understandable from the figures quoted. As the population increased the number of secondary schools and of colleges not only kept abreast but advanced in much greater proportion, as was necessary to meet the demands of those who

TABLE I

YEAR	NUMBER COLLEGES	STUDENTS	GRADUATES	A.B. OR B.S.
1880.....	100	11,826	3,241	.....
1890.....	133	15,404	4,454	.....
1900.....	169	25,171	5,214	.....
1910.....	131	21,526	4,440	689
1915.....	96	14,891	3,536	858
1920.....	85	13,798	3,047	1,321
1925.....	80	18,200	3,974	2,413
1930.....	76	21,597	4,565	3,211
1931.....	76	21,982	4,735	3,106
1932.....	76	22,135	4,936	3,525

were education-conscious. But unlike the schools and colleges, the number of medical schools declined sharply between 1906 and 1915. The Council on Medical Education, created in 1904 by the American Medical Association, formulated a minimum standard of medical education in the following year. This was followed by an inspection of all the medical schools in the United States and a classification on the basis of that inspection. Further attention was called to medical education conditions by the report by the Carnegie Foundation for the Advancement of Teaching in 1910. The standards for Class A rating were so high compared to what some of the schools were actually observing that these two studies were influential in effecting the practical elimination of proprietary and purely commercial medical schools. The educational requirements formulated by the

better medical schools on the basis of these studies were promptly embodied in state laws covering licensure to practice medicine.

When one realizes that the number of would-be-doctors has vastly increased during the past few decades whilst the opportunities for their admission to medical school have so greatly decreased, he can understand that the picture of 2,600 applicants at one medical school for 150 places is probably not overdrawn. It is apparent, too, that the admission officers of the medical schools have a fine opportunity to select from so many a relatively small group of the best. Admission officers have recognized their opportunity and have been exercising very careful selection of each freshman class. They consider not only the courses a man has taken and his showing in those courses but also the personal

qualifications of the man himself, his ethical standards, and his fitness for a medical career. As a result the medical students of today are probably a finer body of young men, on the average, than those of forty years ago.

The meeting of the admission requirements of any given medical school necessitates careful perusal of the individual requirements of that school. For, in addition to the basic requirements set down by the American Medical Association, there are usually special requirements of the school itself. For example, the University of Pennsylvania requires two courses, instead of one, in college English, and also courses in qualitative and quantitative analysis. Johns Hopkins University requires both French and German, advanced Organic Chemistry, and elementary Latin. Harvard requires advanced organic chemistry. The University of Michigan requires a second course in English composition. Out of 22 medical schools whose requirements were examined six schools require comparative anatomy, one requires physiology, two embryology, one physical chemistry, four English literature, one philosophy, one trigonometry, one political science, two European history, two psychology, and one sociology. In addition, various other courses are advised. Those most generally in this category are: comparative anatomy embry-

ology, genetics, physical chemistry, analytical chemistry, economics, English literature, Latin, mathematics, psychology, and sociology.

At Haverford, the specified and advised requirements of any medical school can be adequately satisfied. In general, a reasonable amount of science in excess over the minimum requirement is advised. No attempt is made, however, to "beat the gun" by teaching subjects which are included in the medical curriculum itself. For example, a course in physiological chemistry in college would greatly facilitate the parallel course in first year medical school. But this advantage is only temporary and contributes nothing to a man's ultimate ability in his medical school career as a whole. Furthermore, it prevents his taking in college some other, less technical, course that would be possibly of greater ultimate benefit. For the same basic reason, those at Haverford who act as advisers to premedical students do not advise and do not favor too heavy specialization in science.

Because of an unfortunate notion entertained by many who have not studied the situation, it might be of interest to reproduce, *in toto*, some representative programs of premedical students. The three selected, whom we shall designate as A, B, and C, respectively, were in the same class in College; one went to Harvard, one

to Pennsylvania, and the third to Johns Hopkins; all have done excellent work. As the programs may indicate, all three were chemistry Majors.

An examination of these programs will show that although the science requirements for admission to medical school have been met there is no undue preponderance of science courses in spite of the fact that all three were chemistry Majors. Of the twenty courses required for graduation, in no case were more than eight courses in science included. It seems to the writer that the distribution of the humanities in these four-year programs is so liberal that no one could intelli-

gently object to them on the basis of over-emphasis on science.

It would, of course, be puerile to suggest that the fair showing of Haverford men in their medical school careers is *due* to the inclusion of so many non-science courses in their premedical programs. On the contrary, their medical school grades would doubtless be improved by a greater emphasis on science in their premedical years. Such a liberal program, however, not only fulfils better the Haverford aim of giving all of its graduates a well-rounded education but also it is in accord with the expressed aim of the admission officers of the medical schools to select for

TABLE II

	A (HARVARD)	B (PENNSYLVANIA)	C (JOHNS HOPKINS)
1st year . . . . .	English Mathematics French German Chemistry	English Mathematics French German Chemistry	English Mathematics French German Chemistry
2nd year . . . . .	Mathematics Chemistry Physics German Economics	English Chemistry Biology German Economics	English Chemistry Biology German Economics
3rd year . . . . .	Org. Chem. German Physics Philosophy Biology	Org. Chem. German Physics Art French	Org. Chem. Psychology Physics Art French
4th year . . . . .	Chem. Research Org. Chem. Phys. Chem. Biology History Bib. Lit.	Chem. Research Org. Chem. Philosophy Biology Mathematics German	Chem. Research Org. Chem. Philosophy Biology Music Psychology

the future doctors of the nation men who are *educated* and not merely trained in the necessary techniques. It is also in accord with the theory that men of broad general education, with an appreciation of the cultural arts, are more likely to be of service to their fellow men than those with narrower training.

Faculty members in the college who have most to do with pre-medical education rarely attempt to guide men in their selection of a medical school. The undergraduates do their own choosing to a large extent. Occasionally, however, the number of prospective applicants to a given school in any one year seems disproportionately large, and some directing influence must be brought to bear, by way of suggestion, in order to effect a safer distribution. Medical schools, in general, have been generous in their selection of Haverford men, but it stands to reason that at any school there must be a limit in the number beyond which that school is unlikely to go. Haverford men have gone to many different medical schools, in greatest number to Pennsylvania, Harvard, Johns Hopkins, Jefferson, Hahnemann, and Cornell, but also to Columbia (C. P. & S.), Duke, Temple, Louisville, Virginia, Tulane, Rush, Kansas, Wisconsin, Washington (St. Louis), Yale, and George Washington. It is well known that premedical students

ordinarily make application at several different medical schools in order to enlarge their chances of being selected by one. Haverford men have made so creditable a showing in past years that, at least in the case of the men who stand high in their classes, this multiple application is now quite unnecessary. Most of these men, especially those applying at Harvard, Pennsylvania, and Johns Hopkins, are notified of their selection before Midyears.

A question which Haverford pre-medical students must answer largely for themselves, arising critically at the end of the sophomore year, is: "In what subject shall I major?" There is no Pre-medical Major at Haverford. For a few years after the adoption of the Major Concentration plan such a Major was available but, since it possessed certain definitely undesirable implications, it was dropped. After all, Haverford seeks first of all *to educate* its undergraduates; training specifically for a profession is regarded as secondary in its aims. Consequently, as stated in the current College catalogue, "a student may select as his Major almost any field . . . and can be a candidate for either the A.B. or the B.S. degree and at the same time fulfil the requirements for admission to medical school." In accordance with this provision, Haverford premedical students have majored in a number of different

fields, including: philosophy, Biblical literature, sociology, German, mathematics, and physics. As would be considered natural in view of the fact that more work in chemistry than in any other field of study is required for admission to medical school, and since interest in medicine as a career is likely to parallel an interest in science in general, the majority of Haverford premedical students major in this field, with biology, for a similar reason, a close second.

The future holds fair promise that the present friendly relations between Haverford and the admission officers of the medical schools will continue. The prestige of any college ultimately is determined by the caliber of the men who represent it as graduates. With respect to those graduates who have entered the medical field Haverford has been singularly fortunate. Doctors who received their premedical training at Haverford are to be found in many parts of the United States and of the world. In integrity and in accomplishment in one of the highest forms

of public and humanitarian service they stand second to none. The continuance of the work of premedical education and its maintenance on a high plane is not a task for the science departments alone but one in which the entire staff of the college should feel a responsibility. The Director of Admissions should see to it that only boys of promise and high ethics are encouraged to come to Haverford for premedical work. Once admitted, care must be taken that those found unsuitable for any reason are weeded out or, at least, discouraged from continuing in premedical work. Furthermore, it should be impressed upon the student that, at the very beginning of his college course, he is beginning his training for medical service. For those engaged in teaching premedical students—and the number includes practically the entire staff of the College—the slogan might well be adopted: "Hats off to the achievements of the past; coats off for the work of the present and of the future."

# Music at Haverford in 1939—1940

LINDSAY A. LAFFORD

*Instructor in Music, Haverford College*

ONE of the objectives contemplated in my office here was that I should give a course in theoretical music, "if it should be desired." Such a course has been in operation since the beginning of the current semester. It serves to introduce the student to the more mechanical side of written music, embodying notation and time, harmony, strict counterpoint, as well as an introduction to fugue, and is designed to assist the student to perceive more readily what the composer endeavours to convey, and in what manner he achieves his purpose. There are fourteen men taking this course, and, when it is remembered that nothing of this nature has been offered at Haverford before, this figure speaks for itself.

With regard to practical music, voice tests were taken of 53 would-be vocalists and the best selected for inclusion in the Glee Club. The latter has been enlarged from approximately 45 members to 56, in view of the forthcoming collaboration with

Bryn Mawr College Chorus. The first concert of this new combination will take the place of the customary Bryn Mawr Carol Concert in Goodhart Hall on December 17th, and will be repeated in Roberts Hall on the 18th. The programme will consist mainly of carols and four-part choral works for mixed voices, and there will be at least one composition by each of the conductors, namely Mr. Willoughby of Bryn Mawr and myself. It is obvious that the possibilities of such combination are boundless, and the musical horizon of both the girls and the men will be widened to a hitherto impossible extent.

The male voice activities of the Glee Club will be in no wise impaired by its extra work, and a series of male voice concerts to be given at various schools and colleges is planned.

The organization of an orchestra has been temporarily retarded, owing to the lack of string players; but, as there is a possibility of combining with the orchestra of Bryn Mawr College, the project has not been abandoned.

## *Memory Through a Mist*

Through the greyness of afternoon  
 And the skeleton shade  
 Of maple trees across the grass  
 A mist comes creeping  
 Slowly, like a fading ghost,  
 A mist of thinking, thin and white  
 Over the hollows and the water,  
 Ghosts of men who thought here  
 In the solid towers and the halls,  
 Where shouts of boys sound  
 Up against the rafters  
 And echo in the walls.

Now in the way the trees look  
 When the grey of evening falls  
 Over the towers,  
 The solid towers where the busts of thinkers  
 Stand against the walls,  
 There is a glimpse of past years  
 And the beauty of the solid towers  
 Which is fast like a memory,  
 And like the slow mist sliding now  
 Behind the greyness of the afternoon,  
 A view of new years,  
 The recollection of bare trees  
 And a mist across the grass  
 Now only thin and old,  
 Then a memory creeping  
 Up over the cold towers,  
 The solid towers and the thoughts in them  
 Stopped blank in statues, hovering  
 Just over the roof  
 With stars around them  
 Like the cool mist blowing  
 Along the grass and passing  
 Out into the blank space  
 Between the trees.

SAMUEL C. McCULLOCH, '42.

## Beyond the Bidassoa

COURTS OULAHAN, '42

**T**UMBLING down from the Pyrenees, the Bidassoa becomes a sluggish trickle by the time it reaches the Basque coast along the Bay of Biscay. At Hendaye, where you cross the international bridge into Spain, its width narrows to about one hundred feet. But the gulf which separates the two countries on each side of the Bidassoa is greater than one of space. When you cross the concrete span from the French side, it is like entering a new world, a world which is living under martial law, where there is no white bread, only thick brown stuff which tastes like sawdust, where a prison term is the reward for criticizing the government, where the scars of a civil war are not yet healed.

But Spain is a world which is seeking rebirth, and you cannot help but admire the effort which its people are putting into the job. Some day, they may reach their goal, and until then we who watched their internal conflict from the outside must not be too critical. Rebuilding the morale as well as the material welfare of a devastated country will be for the present government a task as difficult as that of driving out

communism. A week there—all the time that the military authorities would allow me to stay—convinced me of that.

You start realizing Spain's condition immediately after you have crossed the Bidassoa. With only a few questions asked me and several papers to sign on the French side of the bridge, I wasn't prepared for the three-hour combination third degree and search which the Spanish officials put me through. I must say they were very nice about it, one kind-hearted customs inspector even allowing me to bring in my bicycle duty-free. But, like every other person who crosses that border, until proven innocent, I was a potential spy or "Rojo" (Red) trying to smuggle in money or arms. Knapsack, maps, and even my person underwent investigation. A very meager knowledge of Spanish and the fact that I was in short pants—almost unheard of in Spain—helped to make the situation worse. Finally, to cap things off, I protested when the officer in charge made out my "Salvoconducto" or safe-conduct card for only seven days. The young soldier accompanying me turned red in the face, apologized

to his visibly irritated superior for the foolish actions of a foreigner who didn't know better, and forcibly dragged me out of the room before I could say another word.

Not a very promising way to begin a trip in a foreign country, but I never protested after that when a soldier or policeman told me to do anything. In fact, the whole time I was in Spain, I became a model Fascist who gave the salute in the movies when Franco's picture was flashed on the screen and even tried to sing the Phalangist anthem at a bull fight. Between Irun, the first town across the border from France, and San Sebastian, I found the military everywhere, guarding groups of houses razed by shell fire and flames, and several hundred automobiles, ambulances, and armored cars captured from the Loyalists in the northern campaign. When I saw the red and white sign "Policia" (police), I had my passport out before I got to the barrier placed across the road, where you would always find two or three carabinieri in the queer, three-cornered black hats.

Thanks to the efforts of a mayor who refused to let retreating Republican militiamen set fire to his city, San Sebastian was comparatively untouched by the war. But the human wrecks that fighting makes of men could be seen everywhere. Not half a mile from where

members of the diplomatic corps were bathing on the world-famous Concha beach, crippled and blinded men were sunning themselves on the benches of a park outside a military hospital. You found these men everywhere—in the cafes, walking along the waterfront, at the aquarium. They were not a pleasant sight, especially in the peaceful setting of the Basque coast, with its peaks disappearing into the haze, an azure-blue Mediterranean, and low-lying fishing boats at anchor in the bay. Rather, they were part of another Spain—a Spain which lay half-destroyed, where at least one out of every ten people you met was a soldier with a rifle. That world began once I left San Sebastian and headed for Bilbao on my bicycle.

About two and half years ago, American newspapers were full of what was happening around Bilbao. Driving from San Sebastian, the Nationalist armies were finally able to capture the Basque capital on June 18, 1937. The history of that campaign was still written on the countryside last summer. A half-destroyed bridge on which a squad of soldiers were working, a convent gutted by fire, factories with most or all of their windows out, and, most pitiful of all, an old woman scraping manure off the surface of the road with a knife—unmistakable marks of fighting which spared neither nun nor peasant nor worker. As

I came down out of the mountains into Bilbao itself, dug into the slopes surrounding the city I could still see the trenches and fortifications which made up the so-called "Ring of Steel" defending the capital. Within the city you will find the station still standing as it was when the Nationalists captured it, half shot away, like a ruined acropolis, reminding the Basque who wants independence of a time when his ideal was a brief but real actuality.

Traveling on a Spanish train is not an experience you want to repeat, especially since the Civil War, when a good many carriage windows were shot out and never replaced. Unfortunately, I had to do it twice, to and from Madrid, but my ordeal the first time fortified me for the second journey. Four hundred and fifty miles, fourteen hours in a jolting, creaking third-class railroad car which must have antedated the Spanish-American War, lie between Bilbao and the capital of Spain. Sitting between a sallow looking peasant who, as far as my sensory apparatus was concerned, didn't know the meaning of the word water and a soldier who insisted on using my shoulder for a pillow, I spent a pretty miserable morning. Besides, the heat was beginning to get me and you couldn't obtain any water until the train stopped at a station. My costume—flannel shirt and

short pants—made me an object of continued and curious research on the part of the twelve sweating people crowded into the one compartment. Finally, one woman asked me if I was German—she hadn't noticed I was trying to read some English verse, the only book I had been able to buy. Since Germans were, on the whole, popular in Spain and Americans decidedly not, I said I was a Nazi, and, every time that she would speak to me in German, I would mutter something about "Deutschland Uber Alles." That was as much as she got out of me, but the phrase seemed to please her, and, when she left the train, she gave me a good healthy "Heil."

Between trying to pass myself off as a German and reminding a whining little baggage master who took an unnatural liking to my bicycle that I didn't want it left behind accidentally on purpose, I managed to reach Madrid early in the evening. Even in the half-light of a warm July night, you could see the shapes of what used to be rows and rows of houses flash by the train windows. As I stepped off onto the platform of the North Station, a moon shone through the gaping roof and lit up a dimly lighted interior. Here was desolation all right—but it was only in the full light of day that I realized what a modern city looks like after a three-year siege.

You have the impression in walking about Madrid of a city half between life and death. The clanging trolleys on the Gran Via, the crowds which gather every afternoon in the cafes, the roar of the Metro which was running even during war-time, the traffic lights and the neatly dressed white-helmeted policemen, the packed arena at the Plaza de Toros, the throng of people who spend Sunday afternoon at the world-famous Prado museum, the neon lights of several theaters—that was the living, bustling Madrid. But turn down a side street off the Puerta del Sol, count the women lined up outside a milk distributing station, look closely at the families standing in half-demolished doorways, watch the men standing outside police stations who are waiting to clear themselves, if they are lucky, of charges of being “Reds,” glance down at the famine-drawn face of the woman who begs a few pesetas from the passerby and exposes an arm with a stub where the hand used to be—this was the dead Madrid.

Talking with the people was just as discouraging as seeing the city. A law student whom I met told me of what had happened to his family—his father and uncle shot by a firing squad. Another young man described how, at the risk of his own life, he saved twenty men and women by sneaking them to a foreign em-

bassy. While there were “Terrors” of equal intensity in Barcelona and Valencia, in Madrid alone an estimated 3,000 persons died by assassination and torture, and the stories concerning their deaths are neither pleasant nor printable. Probably as many people died at the hands of the Nationalists, but the fact remains that the personal bitterness stirred up is irreparable. “Can you expect me to sit down in a cafe with a man who fought with the Loyalists and may have killed my brother?”, one fellow asked me. Spain is going through the same process which followed our own Civil War—only in this case, the medicine of economic prosperity and of benevolent national government is not there to heal the wounds.

I had never seen an actual battlefield before I walked out to the University City on the outskirts of Madrid, and I never want to see another. What was formerly one of the world’s finest educational institutions lies there in complete ruins. Where once stood dormitories, laboratories, special houses for foreign students, and a magnificent library, there were shell-holes, trenches, and barbed-wire entanglements. The only signs of life were an occasional sentry and a few lizards who scampered to safety under a helmet when you approached. When I walked over the battlefield, only the bodies and weapons

had been removed, and you had to watch your step since land mines and trench-mortar shells were still imbedded in the ground. On the second floor of the skeleton that was once the University clinic, you could still see the body of a Loyalist militiaman. Whether the soldiers have left him there merely as a curiosity or whether they have been too lazy to take him away, I don't know, but he served the purpose of symbolizing the whole picture of the Madrid battlefield—death and destruction and the denial of human life.

The phenomenon of the Spanish railroad system is that you can catch a train two hours later than another one and still arrive at your destination before the first does. Besides, time tables are the exception, not the rule in Spain. I almost made the fatal error when I left Madrid one Monday evening for San Sebastian, but a chance remark by the baggage-man when I was checking my bicycle in acquainted me with the facts and won my undying gratitude. Settling myself beside a window with a blanket, I tried to get some sleep. The occupants of my compartment, however, were of an entirely different mind. Within five minutes every one of them was talking as fast as he could, in another ten minutes bread, a bottle of wine, and ciga-

rettes were being passed around, and another half an hour saw the life histories of the group unfolded.

Watching what was going on, I recalled what a German had told me in Bilbao. "You've got to realize the misery and human suffering through which these people have gone for the past three years, and, when you do so, you'll begin to understand the viewpoint of the Spaniard today." Remembering his statement, I saw that it was more than mere camaraderie that made these men and women strike up an acquaintance. They all knew they were in the same boat, and, unless they did something about it together, the ship of state was going to sink. For that reason, however much you may criticize it or not, Franco heads a military dictatorship.

As Ambassador Alexander W. Weddell has said, in announcing an American scholarship for the University of Salamanca, "I hope that the scholarship will play a small part in helping the people of Spain and the United States to know each other, to understand each other's problems, and to sympathize with each other's difficulties." One week in Spain gave me, I believe, an idea of what the Ambassador was driving at.

## Obituaries

1871

Charles Shoemaker Taylor, a former Vice-President of the Alumni Association and the second oldest graduate of the College, died at his home in Haverford on September 20th.

For many years Mr. Taylor had lived in retirement, but from 1876 to 1880 he was a member of the Board of Managers of Haverford College and from its foundation until 1893 a Trustee of Bryn Mawr College.

Five of his sons have graduated from Haverford and one of his daughters is the wife of Dean MacIntosh.

1872

James Carey, Jr., son of James Carey, Haverford, 1839, died in his eighty-sixth year in Baltimore on October 28th.

A lawyer, LL.B., University of Maryland, '74, he practised in Baltimore until 1888 when he became President of the Carey Machinery and Supply Company, one of the principal distributors of machine tools and supplies in the Eastern states.

1872

S. Franklin Sharpless, a former member of the Class of 1872, died

at his home in Philadelphia in his eighty-sixth year on November 5th.

Retiring from the brokerage business in iron and steel in 1884, for more than fifty years he has been interested in travel and history, being a member of the Historical Society, Travelers' Club of Paris, the Academy of Fine Arts and many other organizations.

1874

Charles Robinson Hartshorne, A.B., and LL.B. of Harvard in 1878, died at his home in Brighton, Md., on September 16th.

A son of Isaac Hartshorne, '44, he was an active undergraduate being President of the Loganian Society, Loganian Orator, Editor of *The Bud* and of *The Collegian*, and a member of the first Cricket Eleven.

A farmer, he had been an active participant in civic affairs in his vicinity, serving as President of the Maryland Health Association and of the Maryland State Horticultural Society. He was also Master of Brighton Grange and General Deputy of the State Grange.

A son, William Davis Hartshorne, Jr., is a member of the Class of 1911 and a grandson,

Charles Hartshorne Ligon a member of the class of 1938.

1886

Horace Eugene Smith, one of the few remaining graduates in the Class of 1886, died at his home in Haverford on June 17th. He was 72 years of age.

After graduation from Haverford, where he was a member of both the Everett and Loganian Societies, he matriculated at Harvard, receiving the A.B. degree the following year.

His life work as a banker and his success therein placed him on the directorates of many companies, but in recent years following retirement from active business his chief interest has been the Lankenau Hospital in Philadelphia of which he was President.

Haverford College owes much to Mr. Smith's generosity and his name is perpetuated in the grandstand on Walton Field and by the "Smith" entry of Lloyd Hall. His wife and two daughters survive.

1887

John Eberly Parker, a former member of the Class of 1887, died at his home in Eaton, Ohio, during the past summer.

Mr. Parker entered Haverford in the Junior Class but removed after a year to enter the nearby Earlham College from which he graduated in 1887 and of which he was later a Trustee.

1887

William Congdon Wood, A.B., died at his home in Mahopac, N. Y., on July 6, 1939.

A publisher and a member of the firm of William Wood & Company, he found time to devote to the study of Zoology and Entomology and was the author of numerous articles in those fields.

A son of William H. S. Wood, Haverford, '59, his family has had many representatives at Haverford, the most recent being a nephew, Gilbert Congdon Wood, 1938.

1892

Miles Atlee Hoffman, an ex-member of the Class of 1892, died in Baltimore, Md., in the summer of 1939.

1894

Oscar Marshall Chase died in the Bryn Mawr Hospital on April 10th at the age of sixty-seven.

"Oscar," as he was lovingly known to at least eighty per cent of the living alumni, served his Alma Mater for forty-two years as Secretary or Bursar and from 1916 as Registrar. A bachelor, making his home in Founders Hall, he was always on the job and his faithfulness became a byword, as might also have been his kindness and generosity had they been known. At graduation he was awarded General Honors and Honors in Engineering, and after

a year of advanced study received the degree of M.S. Then followed two years with the Baldwin Locomotive Works. In 1897 Mr. Chase returned to Haverford, being appointed Secretary and, in addition thereto, successively Instructor and Assistant Professor of Drawing.

1895

J. Linton Engle died at his home in Haddonfield, N. J., on May 14th, in his sixty-fifth year.

Entering as a Sophomore, he won the Prize for Systematic Reading in 1894 and on graduating was appointed an Assistant in the Library while doing graduate work in Latin.

Almost his entire business life was devoted to the field of printing, in which he was honored by election as President of the United Typothetae of America.

As a public citizen in Haddonfield he was President of the Haddonfield Board of Education, President of the Haddonfield Safe Deposit and Trust Company, and a member of many civic organizations.

1896

After months of suffering, death came to Samuel Kriebel Brecht, one of Haverford's more gifted sons and a member of the Class of 1896. A teacher all of his life, mostly in the High Schools of Philadelphia, he was Head of the Department of Mathematics at

Overbrook High School when illness caused his retirement. A member of the Schwenkfelder Society, his activities as historian and editor of *The Schwenkfeldian* from 1904 until his death brought him the degree of Litt.D. In 1925 he was elected an alumni member of Phi Beta Kappa. A son, Harold Walton Brecht, is a member of the Class of 1920.

1899

Kenneth Hay, one of three brothers, all Haverford students, and an ex-member of the Class of 1899, died at his home in Bogota, N. J., on April 13, 1939.

A member of the Football Team of 1895 and a member of the Triangle Society, Mr. Hay was much interested in having boys of the New York area enter Haverford.

In recent years he travelled extensively in the interest of his Paint, Oil and Varnish business.

1911

Alfred Alexander Dixon, an M.A. in 1911, and a graduate of Guilford College, died at his home in Raleigh, N. C., on October 16th. Since leaving Haverford he had been a teacher.

1915

Samuel Wagner, Jr., one of the most active members of the Class of 1915 while in college, being Manager of Cap and Bells and of the Tennis Team, succumbed to the bite of a mountain tick at his

farm near West Chester on May 28th. Following the close of the war until his death he was an active banker in Philadelphia and a member of the firm of Janney and Company.

1921

Dr. David E. Matzke died while playing in a softball game on August 16th near his home in Punxsutawney, Pa., where he had been a practising physician in recent years. Matzke made up his mind early to be a doctor and at Haverford assisted Dr. Babbitt in many ways. He took his M.D. degree at Pennsylvania and his internship at the Punxsu-

tawney Hospital, returning to that town again, after practising in Carmel, Cal., for seven years.

1932

Death came as a release after an illness of many months to Vincent Elmore Morgan of the Class of 1932.

At Haverford he was Manager of the Cooperative Store, President of the Chemistry Club, and President of the English Club.

A Chemistry Major, he continued his studies at Harvard University where he received the Ph.D. degree and an appointment as Tutor and Instructor in Chemistry.











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## CONTENTS

	PAGE
Haverford Admissions.....	3
The American Foreign Service.....	8
Reprinted from the Stack:	
Saint Mihiel.....	12
Wanted: Peace.....	12
Tears of Twilight.....	15
Edward Drinker Cope (1840-1897).....	16
Selections:	
Sickbed.....	18
Almost Forgotten.....	19
Resource.....	20
Socrates.....	20
Something about Forestry.....	21
Gulls and Snails on the College Pond.....	27
Obituaries.....	29

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# Haverford Admissions

ARCHIBALD MACINTOSH

*Dean of Freshmen and Director of Admissions*

THE perusal of the section on "Admissions" in almost any college catalogue will in all likelihood leave the reader completely baffled. In a matter of such great importance both to the applicant and to the college this is unfortunate, though quite understandable when we consider the complex nature of the problem dealt with.

One of the most important developments in education in the last twenty years has been a growing recognition of the differences between individual students. For a long time colleges and universities alike have professed their interest in treating the student as an individual, but the large institutions are overwhelmed by numbers and the small colleges have not as a matter of fact practiced what they professed. A small college is in an ideal position to give real individual attention to each student, and it is especially appropriate that there should be a keen appreciation of this at Haverford when we consider the traditional position of the Friends in their respect and regard for the individual.

A second development of recent

years has been an increasing emphasis on making the shift from school to college as effortless and as continuous a process as possible. The general trend throughout the country finds its counterpart at Haverford. What in the past was everybody's and nobody's business is now the chief concern of the admissions officer and his committee. Steadily we are working away from what was at times a haphazard and in some respects chaotic state. A more sensible and orderly process seems to be the result, a process peculiarly characteristic of a small college.

The essential point of view underlying the trends referred to above is not whether the candidate pass certain examinations, but whether the candidate can cope successfully with the scholastic work and the extra-curricular opportunities offered by the college. A growing awareness of the limitations of certain specific examinations has led to the demand for more information on the candidate. The emphasis has shifted and greater flexibility in the method of admission has come. This does not mean a lowering of standards, but it does

mean a more sympathetic and accurate treatment of the candidate and a more intelligent and economical procedure for the college.

## II

Because at present the entering class at Haverford numbers somewhere between 85-95, it is possible to exercise a care and a discrimination which would be impossible if the class numbered in the hundreds. Through the application of the devices described below, the admissions officer gets a fairly complete picture of each man. If the size of the application list is sensibly controlled, by examination time there are usually approximately 110-130 men taking the examinations. No useful purpose is served by abortive attempts to build up the list simply to allow one to boast of its size. No admissions officer, if he is honest, can say that he is turning away many good candidates. This in the face of some grandiloquent statements one occasionally hears flying around the country.

The devices that are used in forming a judgment on a candidate include the school record, a statement from the principal or headmaster, information from other sources, the personal interview and the examination ratings. Combined these give a comprehensive picture. And it is the proper combination of these components which calls for skill.

The admissions officer who wrote a rigid formula would do so to his and the college's cost.

The school record, giving a statement of the work over a four-year period, requires, from school to school, careful interpretation. It indicates the amount of work done, the quality as judged by the teachers, and perhaps most important of all it gives the rank of the candidate in his class, an extremely significant piece of information. Added to this is a statement from the headmaster which in some cases is so pertinent that no other material is really necessary. Increasingly the schools are improving their records to include a mass of data which no bare recital of marks can even suggest.

The personal interview is another device which lends itself to the procedure at a small college in a particularly effective way. When an admissions office is handling large numbers, only a very limited application of it is possible, however much its broad use may be desired. One interview—or better, a series of them—gives the opportunity for gathering information that is not available otherwise. It enables the admissions officer to make a judgment as to whether or not the candidate will fit into the student body, and it gives the opportunity for a general impression that cannot be formed from the written record no matter how complete that may be.

The personal interview has its dangers as well as its advantages. Unless one is fully aware of the pitfalls he may leap to conclusions which later performances do not confirm. In its use the experience of the interviewer counts heavily.

In addition to the school record and the interview, there come letters from other friends of the candidate expressing observations and giving information that can be obtained in no other way. Teachers, physicians, ministers, club leaders, camp directors, friends of the family all have pertinent things to say.

And finally the examinations. The use of the College Board examinations has, in the past, frequently focussed the attention of students and their parents on this aspect of the admissions procedure too exclusively. There was a time, both at Haverford and elsewhere, when too much stress on examination marks alone was bound to bring about this result.

Since "over-emphasis" on entrance examinations has made so much trouble, the reader may well ask why bother with the College Board examinations at all. To this the experienced director of admissions will reply that the variation in grading from one secondary school to another is so far beyond belief that some such system of standardization as the Board examinations provide is absolutely necessary. Passing over extreme cases like that of a

high school in western Pennsylvania which gave a certificate grade of B (85) to two students who registered 30 and 17 at Haverford, we are continually faced by stock situations which cannot be familiar to most readers of this article. For example, a boy attending one of the very best high schools in suburban Chicago finished his second year with grades in English, Latin, French and Mathematics of 95, 90, 90 and 90. On transferring to one of the great eastern preparatory schools, he took certain examinations and was re-rated in the same subjects at 55, 44, 62 and 75! In approaching a uniform national standard, the College Board examinations offer a service of very great value (provided it be not overemphasized); the value of this service is made the more evident when we remember that Board examinations are required not only at Haverford, but also (among many other institutions) at Yale, Harvard, Princeton, Vassar, Wellesley and Smith.

The change in the examinations themselves, the change in reporting the results, the number of examination plans now available, all tend to correct many of the difficulties of the past.

The examinations fall into two groups: those which are tests of general intelligence and scholastic aptitude, and the subject-matter examinations. Many of the school records contain ratings on psychological tests of various

kinds. Each candidate is required to take the Scholastic Aptitude Test of the College Board. Over a period of years this has proved to be an extremely useful adjunct to the record.

The subject-matter examinations may be taken under one of three plans. The longest of these may involve as many as ten examinations, the shortest only three. It would seem that a plan which calls for examinations in English, in one of the candidate's two foreign languages and in elementary mathematics is not a heavy examination requirement. And it is further worthy of note that the Board reports to the college what the candidate did on the particular examination in comparison with the others who took it, leaving it to the admissions officer to draw his own conclusions as to whether the rating is or is not satisfactory. With the examinations giving a more adequate description of the candidate, the admissions officer has a better chance at a sensible interpretation of the results.

From the sources mentioned above we have, when all is assembled, a comprehensive picture of each candidate. On the basis of this the application is accepted or declined. If the candidate is accepted, there is adequate information to guide in planning the college course and in making a prediction of college performance.

### III

One measure of the result of the program is the standing of a class on the American Council on Education Psychological examination, which is given to each freshman class late in the fall. Since 1927 the Haverford freshmen have led the group reporting scores. Measured in these terms there has been little variation from class to class over this period.

A second measure has been the number of academic casualties. It is true that the number of men leaving college has varied considerably from class to class, but here many factors other than ability to do the academic work of the college play their part.

A third measure is the impressive regularity with which the Haverford graduates are admitted to the best graduate schools; and further, the fine account they give of themselves in these schools.

A fourth indication—and it is to be admitted, a rather vague one—is the general reaction of the faculty. While some variation might not occasion much comment, any considerable deviation would doubtless bring immediate and pointed comment from the teaching staff.

### IV

As has been indicated, there have been over the last twenty years gradual but nevertheless important changes in the admissions procedure. Changing con-

ditions in secondary education and perplexing and far-reaching problems in the world about us forecast more of such changes. To meet these changes the admissions program must be kept sufficiently flexible to meet the new conditions, sufficiently forward-looking to foresee new problems, and sufficiently steady to preserve the character of the college as we wish to see it preserved.

One of the improvements indicated above lies in the directing of the student along lines which enable him to make intelligent decisions in regard to his future work, at a time when this is very important. Increasingly the schools are working on this, and less frequently do our candidates present themselves with certificates of courses passed and empty minds as far as the general direction of the college course is concerned. It is in the recognition of the need for a more

thorough study of this problem of direction, and in the development of a more adequate plan for its continuance through the four years of the college course that we find one of our most interesting and important problems.

## V

Several years ago a member of the Haverford faculty sent to the admissions office the following quotation which he had come across in his reading: "After forty years of teaching, I am inclined to think that the scholastic reputation of the college depends to a greater extent upon the skill with which it recruits its students than upon what it does with them after they get there." If this be true, it places great importance and an ominous responsibility on the admissions officer. At the same time it implies a responsibility from which no interested alumnus is free.

# The American Foreign Service and Haverford's Interest Therein

JOHN G. HERNDON, PH.D.

*Associate Professor of Government*

EVERY September the Civil Service Commission holds written examinations to test the fitness of applicants for appointment as Foreign Service officers of the United States. Those passing with "sufficiently high marks in the written tests to indicate probable qualifications for the work of the Foreign Service are informed of the date on which they may appear before the Board of Examiners for the Foreign Service in Washington for an oral examination." The purpose of the oral examination is "to ascertain the extent to which the candidates are qualified for the proper performance of the duties of the Foreign Service from the point of view of their character, address, judgment, general education and culture, contemporary information, practical experience, and apparent business capacity." The orals are held usually in the early part of January. The candidates who receive a passing mark on the whole examination are certified to the Secretary of State as eligible for appointment as Foreign Service officers. As

vacancies occur in the Foreign Service, appointments from the register of eligibles are made in the order of their examination grades. Usually a new list is established about February 1, but the name of anyone not yet appointed from the old list is transferred to the new list and continued for a total period of two years. Generally all eligibles receive appointment.

The written examinations last three days. The subjects they cover are varied indeed. The first morning's questions in the 1938 tests, for example, included analyses of information presented to the candidates which dealt with Postlethwaite at Cambridge, medieval duels, British Friendly Societies, buffets as articles of furniture, the types of bagpipes, the diagnosis of acute bronchitis, feoffment in real estate law, impeachment processes in England, the law of heirlooms, schools of design, appanages in France, the influence of Donne upon English literature, Welsh and Irish bards, the general law of carriers in modern Europe,

didactic poetry, and the kinds of spun silk. Then after a half-hour rest mathematics was tackled. The subjects covered include arithmetic and simple problems in algebra.

The first afternoon's examinations consist of about 400 specific questions on geography, resources, languages, international relations, banking, commercial law, American government, sociology, modern European history, economics, international law, religions, comparative government and American history, linguistics, writings of American, British and French statesmen, and the classification of words. This last mentioned topic is a test of the scope of the candidate's knowledge of the English language, so far as terms pertaining to art, biology geology, law, music, medicine, theology, rhetoric, and related subjects are concerned. For example, under what classification would you put: iatrology, implosion, izzard, jasper, jinn, jussive, Kaaba, lambdacism, lucerne, mediopassive, neume, newel, oboe, occiput, and ormolu?

The next two days are given over to special examinations on international, maritime and commercial law; economics; history and government; and modern languages. They are more difficult than the usual final comprehensive examinations given at our better colleges and universities, because the candidate for the Foreign Service must possess

a comprehensive knowledge of all the subjects mentioned, not the usual one or two required of college seniors.

Between 500 and 800 persons take these tests each year. Somewhere between 150 and 175 usually pass the written exams. Only about thirty survive the orals with passing grades. A speaking knowledge of French, German or Spanish is required, and tests therein are a part of the oral examinations.

Persons appointed begin their career as vice-consuls. Transfers of officers between the diplomatic and consular branches of the service take place whenever in the opinion of the highest State Department officials they are warranted. Promotions are made through the eight classified grades of officers and are based on merit. Every year sees an increased number of even the highest positions filled by career men.

Haverford's interest in this subject goes back to 1929-30. The year before, the present work in Government had been begun by offering a half-year course in American Government. Then it was lengthened to full year status and a course in International Relations was added. Soon there were added to our curriculum courses in Comparative European Governments, International Law, American Constitutional Law, and studies for Government majors in Political Philosophy. All these things were done to comply

with the terms of the William Penn Foundation endowment for the establishment here at Haverford of a chair in Political Science and International Relations. Those terms specify that "adequate undergraduate instruction in the theory and practice of our own and other governments" shall be given, as well as "in the history of past attempts to secure international agreements and in the methods by which good international understanding may be promoted and maintained." With these Government courses added to the excellent work already offered in History, Economics, the modern languages and English, the Haverford student who desires fundamental work preparatory for the Foreign Service examinations has it available to him right here.

In those first classes in American Government and International Relations was John Freeman Stone. He was also a delegate to the first Model Assembly of the League of Nations in which Haverford participated. There he won the praise of all participants by his tactful presentation of the claims of Estonia which Haverford was representing. After graduation in June 1930 he spent a profitable and happy summer in Geneva improving his French and acquiring a first-hand knowledge of the League of Nations. The following winter he took and passed the Foreign Service examinations and during the

next summer was appointed to his first post, Berlin. His next assignment was to Warsaw (where the writer spent nearly a week with him in August 1935). In May 1936 he was transferred to Tientsin and remained during the exciting times of the Japanese attack on that city and until recalled to Washington late in 1938. He is at present one of the three Foreign Service officers especially assigned to assist Secretary of State Cordell Hull.

In the same class with John Freeman Stone was Brewster H. Morris and in the class of the next year, 1931, was van M. Wilson. These men studied further at Oxford University and were appointed Foreign Service officers after passing examinations taken in 1935-6. In November 1936 Mr. Morris was assigned to Montreal and later to Vienna and Dresden, where he is now stationed. Mr. Wilson entered the service in July 1937, went first to Guadalajara, and was transferred in 1938 to Cairo. In April 1940 he goes to Alexandria.

William Norman Fraleigh, after graduating in June 1938, prepared for his examinations at one of the special schools in Washington. After passing them he was appointed March 2, 1939, and assigned to Naples, where he is now serving.

And now we are happy to learn that Walter William Duff, Jr., also of the Class of 1938, who

spent his junior year studying in Paris, has just been notified that he passed the 1939-40 examinations.

There are in the United States ten men's colleges having an endowment of \$3,000,000 or more and an enrollment of less than 1000 students. They are Amherst, Bowdoin, Hamilton, Haverford, Lafayette, Trinity, Union, Washington and Lee, Wesleyan and Williams. The Register of the Department of State for October 1, 1939, shows that former students of the institu-

tions just enumerated who were, on the date mentioned, either State Department officers or Foreign Service officers were as follows: Amherst 3, Bowdoin 2, Hamilton 8, Haverford 4, Lafayette 1, Trinity 6, Union 2, Washington and Lee 12, Wesleyan 2, and Williams 8. If we only take into account, however, appointments of Foreign Service officers since January 1, 1931, the striking result is: Haverford 4, Washington and Lee 3, Bowdoin 2, Hamilton 1, and none for the other colleges mentioned!

# Reprinted from "The Stack"

*an undergraduate publication edited by*  
CLYDE NICHOLS, '41

SAINT-MIHIEL

DAVID A. COOLIDGE, '43

Under a boundless canopy they lie,  
A teeming myriad of bristling gnomes  
Misshappen by the distant throb of drums . . .  
They landed and marched—so straight and strong—  
And fought, an act which He Himself called wrong—  
No matter. They faded in the curling, choking smoke  
And cursed their way to Hell before they broke.  
Oh you should see their subterranean pranks,  
While above, their hallowed tombs stretch endless toward the sky.

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WANTED: PEACE

COURTS OULAHAN, '42

WERE I to describe the mood of the British People in these early days of 1940, I should describe it as a compound of bewilderment, dismay, and resolution. But it could not be said that the mass of British people are in any doubt as to why we are today at war . . . We know we are fighting for our own lives. We know we are fighting for our own liberties. We are not enjoying it; we are hating it from the very depths of our souls. But there is no alternative."—Harold Nicholson in *The New Republic*.

What Harold Nicholson has to say about the English point of

view applies, more or less, to every country which today is either actually at war or on the brink of being drawn into the conflict. It is an ironical situation, this stolid determination to fight combined with an intense hatred of the destruction which war reaps. The second World War is indeed the war nobody wanted. Even Hitler, as late as October, protested his desire for peace. Yet the peace which the German Chancellor envisaged struck no sympathetic note in the hearts of Englishmen and Frenchmen and, we might add, most Americans. For this magic word, wherein lies all the hope and se-

curity of the world, has as many meanings as the colors of the rainbow.

To Germany—and here we must take Hitler as the spokesman of his people—peace must bring a new kind of twentieth-century mercantilism. Demands for hegemony over smaller and weaker neighbors which are to serve as a sort of hinterland for the Reich are merely a revival of a continental system based on the relationship which existed formerly between Spain and her South American empire. Nazi leaders call this a “new order” in Europe. Yet the idea represents a return to the days when mercantilism, with its concomitant nationalism, bled the world white, until an international system anchored in the British and French empires came into being at the beginning of the nineteenth century.

It is all very well to criticize the imperialism of the last century, but the era saw a world comparatively free of major wars, at the same time prospering under free trade and the benefits of the Industrial Revolution. In the field of diplomacy, England took it upon herself to maintain the *status quo*, and a good job she made of it until 1914. The World War, of course, knocked the breath out of the world, and the collective security of the post-war era failed miserably. But this does not mean that a system which kept the peace for

nearly one hundred years should be chucked over for the mercantilism which Germany and, more recently Russia, propose today. Such a remedy is worse than the disease. Rather, the problem consists of building a new and better order on what will remain of the old one after this war is over.

Proponents of this school of thought call for unrestricted world trade, a better distribution of natural resources and capital, and, as the most important aim, some sort of world federation. Clarence Streit in *Union Now* has suggested a federal state based on our own Constitution, others less optimistic call for strengthening and expanding the League of Nations. Numerous organizations have been set up here and abroad to encourage discussion of these plans for the kind of world we want when the war ends. I have no doubt that these men and women are conscientious in their endeavors. On the other hand, I consider them extremely overconfident. Not only that, they are basing their plans on a very uncertain premise; either there will be an early truce or the Allies are going to win.

London and Paris, as well as Berlin, have reiterated time and again that this is a war to the finish and that nothing short of complete victory will satisfy them. For that reason, I hold the chances of some sort of truce en-

tirely unlikely. It has become plain as a pikestaff that the world is not large enough for both Germany and the British Empire. Any armistice at the present or in the near future would merely be another Munich and you would only have hostilities postponed for six months at the most. From all the signs, the world is in for a conflict which will cast the four years of the last one into the shadows. And just who is going to win the war is as uncertain as how long it will last.

What role then, under the circumstances, must the United States play? As I pointed out before, the only kind of a peace on which a new world order can be built will be an Allied victory. Even then, the bitterness which war stirs up may have obviated any hopes for justice being dealt to Germany and whatever friends she may have won during the conflict. But there is far more chance of bringing about a new international order if the English and French empires are not destroyed. The primary condition for world peace thus becomes an Allied victory. And the problem for the United States, if it is at all interested in bringing order out of chaos, lies in bringing about such a victory in the minimum of time with the minimum of damage to the social and economic structure of western Europe.

I am not saying that we should join the Allies tomorrow, but I do think every bit of material

aid possible should be placed at their disposal. If Germany considers such an unneutral act worth declaring war against us, I see no reason why we should not reply in kind. Indeed, one prominent writer has said that, had the Reich known that we would come to the aid of England and France, Hitler would not have invaded Poland. I hope that it would not be actually necessary for us to enter the war, but we could very well play the same role that Sweden has fulfilled in Finland. Even if we were finally forced to declare war, I have no doubt that our entrance would mean a speedier defeat of Germany. While we have a very important role to play in rehabilitation work once hostilities are ended, the fact that we took no part in the war on the side of England and France might very well mean that we would not be asked to attend the peace conference.

If England and France are left to fend for themselves, it is not inconceivable that they will lose the present war. At the very least, they can eke out a Pyrrhic victory which will leave Europe so exhausted that all the money in the world can not restore it. Not only this, but the bitterness that was incorporated in the Treaty of Versailles will seem insignificant to that which will follow this war. You cannot reconstruct the hearts of men and women who have had

their families broken up, their homes destroyed, and their country shaken to its foundation.

As Walter Lippmann has said, it is the character of a war which determines the nature of the peace that follows. While America today expects to be instrumental in formulating a just peace, we must not be too optimistic. The longer the war continues, the harder it will be to bring reason to the council table. The sooner the conflict is brought to a close, the less will be the destruction to repair in men's minds and bodies.

You may accuse me of being a warmonger. Please don't misunderstand me. I hate war as

much as any man. I do not want to die. But I do not think that because I do not want to die thousands of other youths like me should perish. In my mind, America's fate is inextricably bound to that of England and France, just as Sweden's future lies in the outcome of the Finnish war. While infection rages in one limb of the body, you cannot say that the other will not be affected. The body will stand or fall according to the number of antibodies which can be mustered to meet the attack of bacteria. The same applies to this world we live in.

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## TEARS OF THE TWILIGHT

R. CRYAN, '43

Wish I could weep,  
Wish I could pray,  
Wish that the wind  
Would whirl me away.  
Where is the light  
That fled in the night?

Gone is the dusk,  
Soft as a dream,  
Broken the reeds  
That sighed by the stream.  
Where is the light  
That fled in the night?

Whispering wisps,  
Wisps of the moon,  
Sadly they died,  
Like songs in a swoon.  
Gone is the light  
That fled in the night.

Sounds of farewell  
Lingering on,  
Haunting and dim . . .

# Edward Drinker Cope (1840-1897)

## THE HAVERFORD PERIOD OF AMERICA'S GREATEST NATURALIST

E. R. DUNN, '15, *David Scull Professor of Biology*

ON JULY 12, 1864, the Board of Managers of Haverford College appointed a 23-year-old young man, Edward Drinker Cope, as Professor of Zoology, and the next day he was given the degree of A.M., Haverford. By this action, a master's degree and a Professorship were conferred on a young man whose formal education amounted to three years at Westtown School, and it may lay claim to the first definite recognition of a genius. The Philadelphia Academy of Natural Sciences made him a Curator in 1865; he was elected to membership in the American Philosophical Society in 1866, and to the National Academy of Sciences in 1872. In 1886, Heidelberg University, then celebrating its 500th anniversary, conferred the Doctorate on Cope and on one other American.

When Cope came to teach at Haverford he had published 39 papers, nearly all of them on Reptiles and Amphibians. The first of these, published when he was 18, revolutionized the classification of salamanders. He had returned from a year of study in the museums of England and the

Continent loaded down with information, on the basis of which he, while at Haverford, published papers that emended the classification of the frogs and lizards.

He came to a college of 57 students under the Presidency of Samuel J. Gummere; a college rather ambiguously run, for control was shared by the President, a Superintendent, and the Managers. Serious disorder took place during his first year; there were some expulsions, and the College opened in 1865 with only 37 students. The histories of Haverford allude to this, but are not precise on the subject. Cope taught a required class for Sophomores, which, if it lived up to the catalog statement, was a complete survey of living and extinct plants and animals. Cope also, to his surprise and chagrin, had to teach some chemistry, a subject for which, as his letters to his father show, he was by no means prepared.

He taught here through the academic years 1864-5 and 1865-6, and through the first half of 1866-7. During this period there is evident a change of interests. He becomes interested in fishes,

and describes a blind catfish from Conestoga Creek; in whales—  
—he mentions a specimen he saw in Spetember 1865 in the Niagara Falls Museum, and he may have studied it on his honeymoon; and fossils begin to absorb him. His first paper on fossils was written and published while at Haverford. Prof. Leidy had received a fossil amphibian from Ohio and had turned it over to Cope to study and describe. The papers published by him, 1864-7, number 34 in all. Eleven are on reptiles and amphibians, 7 on whales, 9 on fossils, and 5 on fish.

Since his major work after leaving Haverford was on fossils, it is apparent that his Haverford years were a turning point in his career.

He was married just after his first year at Haverford, and his only daughter was born just after his second year here. This daughter, Julia, and her husband William H. Collins, '81, were for many years connected with the College and resident on the campus.

After midyears, 1867, Cope's permanent connection with Haverford ceased. He is said to have resigned on account of ill health, but as we find him in February of the same year trying to salvage a stranded whale at Barnegat, in March working on Agassiz' Brazilian collections in Cambridge, and in the summer collecting in southwestern Virginia (a trip from which Prof. Leidy, but not Cope,

returned because of ill health) it is possible that he found his true calling in research rather than in teaching. He is listed as "Lecturer" to Freshmen at Haverford from 1871 to 1878, in a required Zoology course, concerning which I can find nothing additional to the bare statement in the catalogs for those years. These were the years of his major expeditions to the western fossil fields.

Cope's later career had no official connection with Haverford. He held a Professorship at the University of Pennsylvania from 1889 to the end of his life, but he was always a free-lance worker. He described over a thousand species of extinct forms, and about the same number of living reptiles and amphibians. His working career began in 1858 and ended only with his death in 1897. During this period of about forty years he wrote nearly two thousand separate scientific articles, an average of three per month. While some of these papers are very short, some of them are over a thousand pages long and are copiously illustrated.

While Cope's connection with Haverford was brief and he seems not to have influenced the College, the years here were extremely important ones for him. In any case it is worth while to remember that for a short time Haverford had on its campus one of the most extraordinary geniuses this country has produced.

# Selected from Unpublished Under-graduate Material

*by* MALCOLM KIRKPATRICK, '42

## SICKBED

S. C. McCULLOCH, '42

Two great big eyes  
Peek  
Widely  
Out over the cover  
Quick  
Roll slowly out of the head  
And the sweet old middle-aged ladies  
Eddy gracefully round the bed  
The face there's gone  
Cheeks  
Blushing  
Lip wrinkled too rubber  
Thick  
Float growing noise in the hall  
Around around the old ladies  
All the world is a great eyeball  
And the wall in the corner is blinking light  
A whirling forever in singing white



## SOCRATES

HENRY W. JOHNSTONE, JR., '42

He did not hasten. On this golden night  
 Cool moonlight eddied round his sandalled feet,  
 And while he walked he wondered: Am I right?  
 Is Knowledge Virtue, dialectic sweet?  
 Protagoras proves Virtue can be taught,  
 and Herakleitos holds . . . but what of these?  
 For what *is* Truth? I *know*. Would wars be fought . . . ?  
 He looked up, thought of Alcibiades.

Xantippe! As a fleeting shooting star  
 Inquiring eyebrows quivered with a frown.  
 Philosophy! Explain what women are!  
 . . . . hah! . . . Euthydemus! . . . Strange sophistic clown!  
 Then Socrates saw Saturn; as it spun  
 Knew Beauty, Knowledge, Virtue, Truth, are One.

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 RESOURCE

DAVID CHAMBLISS, '41

But then I drank from the springs of my own heart,  
 Waters that ran out there;  
 Cool waters . . .  
 That trickled into my thirsting soul.  
 And I was refreshed;  
 And I remembered many lovely things.  
 Sorrow left me.

# Something About Forestry

HALSEY M. HICKS, '29

*U. S. Forest Service*

WHEN forestry received an impetus by the establishment of the C. C. C. and the expansion of other conservation work, a lack of trained men to carry on this work was apparent. Practically all qualified men were soon employed, and for several years the graduating classes of forestry schools found ready employment. In more recent years the expansion of government forestry work has slowed down. This, coupled with the fact that enrollment of students in the forestry schools rose sharply, has again created "hard times" among graduating foresters.

In choosing a profession it is dangerous to be guided by present opportunities for employment. This is particularly true where a large percentage of the employment opportunities are with government service and where expansion is apt to be irregular. A better basis for choice is an estimate of the individual's qualifications in the particular fields that the profession offers. Fortunately, the varied activities of foresters offer opportunities for many types of individuals. There

are even limited opportunities for those with "a strong back and weak mind," provided the mind is not too weak. While enjoyment of the out-of-doors increases a forester's pleasure, it would be foolish to become a forester because one likes to fish and hunt. Due to frequent transfers, the chances are that to fish and hunt at all he will have to get the more expensive non-resident licenses.

Opportunities in the United States Forest Service are varied. The administrative branch is concerned chiefly with the administration of National Forest lands. The types of work are as varied as the lands, and usually fall within one of the seven divisions of this branch: fire control, timber management, wildlife management, watershed management, recreation, and engineering. The man in the field administering this land is the District Ranger. The story-book idea of a ranger, as a man who lives off in an isolated cabin and rides one of Hollywood's best horses, does not hold in many places today. Due to improved transportation, the size of his district

has been increased, and he is probably living in one of the larger settlements in his district. He is likely to have an office, and if his district is an active one, several assistants.

The District Ranger may be on a Western forest far from transportation facilities. The timber may be inaccessible and therefore not merchantable, but it must be protected from fire so that its watersheds will be protected, and so that the timber will be there when, as, and if it becomes merchantable through improved transportation. There may be cattle and sheep men who are dependent on the grazing land in the forest for their livelihood. Another forest may have an active demand for forest products to support local industries. The timber will be sold and cut in such a way that the forest and its local industries will be perpetuated. In the Southwest there may be a forest so scrubby that there is not a merchantable stick of timber on it, and never will be. Nevertheless it is essential that fires be kept out and erosion prevented, because a large urban and agricultural area is dependent on its water resource. On some of the newer National Forests, on cut over land, the problem may be to get a new forest. In the Lake States that may involve planting and fire protection, or in the South fire control and fencing against hogs. In the latter area many ticklish situations arise

because the native population has been used to letting hogs run wild, and burning the woods every year. Another forest may have heavy recreational demands. The forester will have to correlate demands for hiking, skiing, and camping facilities with the other uses of the forest, probably on a limited budget.

The administration of National Forest lands is not the only activity of the Forest Service. While these forests cover some 162,000,000 acres, not all of this is forest land. For every acre of national forest there are about three acres of privately owned timber land. From the standpoint of timber production, this land is even more than three times as important as the national forest land. The most productive lands are privately owned because the federal government did not start acquiring forests until most of the best and most accessible land had been transferred to private ownership. There are certain factors in the nature of private lands which make the practice of forestry difficult. One of these is that our financial structure is based on quick liquidation. A forest under sustained yield management is liquidated gradually; in fact it can hardly be said that it is liquidated at all. Only the growth is liquidated, and that is done by removing the trees which are no longer making a satisfactory return in the way of

growth on the invested capital. Then, too, in growing timber there are certain risks which are not yet considered insurable. If a private owner could insure his forest so that a disastrous fire would not wipe out his entire investment, he would feel more like letting his investment grow. As fire protection is improved, insurance may prove more attractive. Hurricanes are something else again, but fortunately they are not as frequent as fires. Another difficulty is that forests have what we call multiple use values. In mountainous regions they have a value for protecting watersheds. They have a social value for maintaining employment. They may also have a value for recreation and wildlife. The private owner is seldom compensated for all of these values.

Various states are making efforts to solve their own forest problems. They are acquiring land for state forests and aiding private owners in the solution of their problems. State Forests are usually smaller than National Forests, and aimed toward state rather than national problems. They may alleviate a local maladjustment of land use, or they may supply a local recreational need. However, many of the states in which the problems are most acute are themselves financially unable to carry on the necessary work. In some sections of the country, counties and towns are becoming interested in fores-

try and are acquiring lands sometimes through tax delinquency and sometimes through purchase of watershed areas.

To help the states and private owners in solving their problems, a State and Private Forestry group has been established in the Forest Service. Its purpose is to help private owners practice forestry on their lands and to cooperate with the states, at the same time correlating their activities with the National forest policy. The federal government cooperates with the states in fire protection, in the distribution of planting stock and in helping farmers manage their woodlands. In these lines the federal government supplies part of the funds to which are added state and private funds.

At the time of the New England hurricane a special administrative unit was set up. This New England Timber Salvage Administration helped to salvage the down timber and to reduce the subsequent fire hazard. So far, over half a billion board feet of logs have been salvaged and sold to this unit which is sawing them into lumber, or, where water storage is available, storing the logs in water for future sale. Probably the government has salvaged as much timber as all of the private mills combined. An extra fire hazard will be present for a good many years but substantial progress has already been made in reducing the danger in

places most susceptible to conflagration.

The land acquisition group studies possible additions to the National forests, planning where additional forests are most needed and then carrying through the job of acquiring these lands. The Forest Service is working from two directions to solve the forest land problem. One is to increase public ownership in areas where continued private ownership is not likely to prove profitable, or satisfactory from a national point of view. The other is to improve conditions for private owners so that forestry can be practised on a larger share of the private lands.

An additional approach to improving forest practice and the living conditions of those dependent on the forests, is through a better knowledge of forests. Much forest research is of such a long time nature that only a government agency can undertake it. Twelve regional forest experiment stations have been established, several in conjunction with universities. These stations have experimental forests where principles of forest management, range management, forest economics and forest influences may be studied. The specialists in Forest Genetics, Entomology and Pathology occupy an important place. A laboratory for the study of forest products has been established in Madison, Wisconsin, and this laboratory has been in-

strumental in bringing about a better utilization of our forest resource.

The Forest Service offers a fascinating career to one interested in the relationships between people and land. We are beginning to realize that forestry is not merely the business of growing trees, but is an intricate adjustment between human resources and land resources. How great a share of these problems the Forest Service is given to solve, depends largely on how well the Service acquits itself on the jobs it has been given already. While it is difficult to predict just what future opportunities in the Forest Service will be, there is need for a larger publicly owned forest area, and there is strong pressure for more public cooperation on private lands.

Entrance to permanent positions in the Forest Service is usually through Civil Service examination. This examination is open to graduates of approved schools of forestry, and is given when the need for new men arises. Initial assignments are apt to involve considerable travelling. Advancement depends on the individual's own ability.

While in the past the Forest Service has been the chief employer of foresters, there may be broader opportunities in the future. Other government agencies employing foresters are: The National Park Service, The Soil Conservation Service, The Bu-

reau of Internal Revenue, The Indian Service, and The Federal Land Bank. The various state forestry departments are expanding as fast as funds will permit. Some counties and towns employ foresters. Industry now recognizes its responsibility to grow its raw material, and some of the larger lumber and paper companies already have forestry departments. Undoubtedly, others will follow their lead. The remainder of the forest land, which is held by many individuals in small parcels, presents a knotty problem. Many suggestions toward its solution have been advanced. Perhaps the most likely to succeed is cooperative management, with a group of owners promising sufficient business so that they are not at the mercy of portable mill operators and cordwood dealers. A cooperative group could afford investments in equipment for processing their products which the individual owner could not. There is going to be an increasing emphasis on marketing, and managers for cooperatives will be in demand. As far as possible, these men must combine a knowledge of forestry, selling ability, good contact work, imagination in finding new uses for fuelwood and other forest products, and a knack with machinery.

There are certain peculiarities of the forestry profession which make it difficult for a forester to "hang up a shingle" as a doctor

or lawyer does. In the first place his prospective clients are not aware that they need his services. Forestry is such a long-time proposition that his clients would not be able to judge whether he was a good forester or not. Poor work does not show up as quickly in a forest as it does in a human being. In the East we have an added difficulty in that the established lumber industry is not geared to make satisfactory use of the low quality wood which we should remove from our forests to get them started growing high quality wood. A fairly heavy investment may be needed in a processing plant to utilize the wood we have.

The Haverford student who wishes to prepare for a forestry career has two alternatives. He can transfer to some school giving a forestry degree, or he can complete his course at Haverford and then go to a graduate forestry school, getting a master's degree in two years. Although the second alternative may take a year longer, I think that it is to be preferred. What courses should one take at Haverford? The forestry school bulletins will give an imposing list of prerequisites. This can be used as a guide. I found that my having had surveying at Haverford enabled me to devote more time to strictly forestry courses. While I have never had the opportunity to use my heat engineering course, it has enabled me to follow a hobby

more intelligently: if you are particularly interested in wood utilization, that course might be taken with particular emphasis on wood fuels, and the Strength of Materials course with emphasis on wood materials. If you are especially interested in the economic phases, naturally you can get a good economics background at Haverford. Forest products being heavy, transportation enters strongly into the economic phases. While the social problems of forest areas may not be the

same as those of cities, largely studied in college sociology courses, an exposure to Sociology can do no harm. Any courses which aid the student in expressing himself, both orally and through writing, are valuable. Lastly, Haverford has an excellent library. From the material there you should be able to decide what phase of forestry most interests you, and plan your courses accordingly.

I hope to run into more Haverfordians in the forestry profession.

# Gulls and Snails on Haverford College Pond

WILLIAM L. BAILY, '83

**L**AST summer the Haverford College Skating Pond had been let out sufficiently to permit of the removal of silt that, accumulating for a number of years, had been showing above the surface of the water, thereby interfering with the skating.

One day while strolling along the edge, I noticed that the exposed bottom of the pond was covered with thousands of spiral-shaped snail shells, the largest ones measuring about two inches across. As I had never seen or heard of them before, I showed some specimens to Dr. Joshua L. Baily, Jr., Class of 1912, for identification. He at once told me that he had known of their presence in the pond, and that they were a Japanese variety, *bivipara molleata*, discovered in this country within the last twenty years. He related that in 1911 he made a careful search for local shells along the Delaware River banks especially near Riverton, N. J., and found no trace of this variety. Again in 1923 he had occasion to visit the same locality, and for the first time found it in considerable

numbers. As the spot was close to a prominent nursery company's property, he ventured the opinion that the snails had been imported by them from Japan on the roots of plants and later distributed to buyers, some of them eventually reaching the Haverford Pond, as well as others in the neighborhood.

The snail especially interested me when last October I saw some Herring Gulls, which for a number of years have been winter visitors to the pond, feeding upon these snails. Many people go out of their way to see these graceful and attractive birds contentedly swimming about or soaring overhead with watchful eyes for unwary goldfish moving quietly just below the surface of the water. A sudden plunge with closed wings and open bill often results in a successful catch.

But few persons had noticed that since the fish have been decreasing in number, the snails have possibly become the principal food supply of the gulls. The snails have increased enormously, which fact may be the

secret for the large number of gulls attracted to the pond, from ten to fifteen often being seen at one time. I have watched many a gull swimming slowly on the surface, where the depth was not over eight or ten inches, dip down and bring up a snail, crushing it and eating the contents, while

the broken pieces of shell drop to the bottom.

The snails seem to do no harm, and the gulls in their various plumages will no doubt continue to be an interesting attraction and an object for study as long as the present protection is afforded them.

## Obituaries

The Board of Editors desire to express their very sincere apologies to John Eberly Parker, Ex-'87, for the entirely premature announcement of his death as it appeared in the December issue of THE HAVERFORDIAN. Mr. Parker is alive and well at his home in Eaton, Ohio. A correction was made immediately in the *Haverford News* and felicitations have been sent Mr. Parker.

1874

John Christian Bullock passed away at his home in West Chester on December 15, 1939 in his seventy-seventh year.

Son of Dr. William R. Bullock, (Class of 1843) Mr. Bullock was an active undergraduate serving as President of the Everett Society, President of his class and Valedictorian.

After graduation, he studied Pharmacy in Philadelphia, receiving the degree of Ph.G., while at the same time becoming one of the founders of the firm of Bullock & Crenshaw with which he was associated for thirty-one years. A member of the Franklin Institute, Curator of the Historical Society of Chester County, he was also an expert photographer, receiving many medals for meritorious work.

His wife, a daughter and three sons survive him.

1883

Belated news of the death of Frank Ellwood Briggs at Boothbay Harbor, Maine on July 13, 1938, has just been received by the Alumni Office.

All of Mr. Briggs' active life was spent in the employ of the West Shore R. R. and its controlling company the New York Central.

1885

One of Haverford's most distinguished sons, Augustus Taber Murray died at his home in Palo Alto, California on March 8th in his seventy-fourth year.

As an undergraduate he had been a member of the Everett Society, Vice-President of the Loganian Society, Latin Salutatorian in 1882, Alumni Prize Orator in 1884, Captain of the Tennis Team and a member of the Football Team.

Upon graduation, he entered Johns Hopkins University, receiving his Ph.D in 1890 which was followed by further graduate study at Leipzig and Berlin, all fitting him for his life work in Classical Literature and of which he was an outstanding figure.

From 1892 until his retirement in 1932 he was head of the Classical Department of Leland Stanford University.

When Haverford received its charter of Phi Beta Kappa in 1898 Dr. Murray was one of those first to be elected, and for his outstanding translations of the Odyssey, the Iliad and the Private Orations of Demosthenes for the Loeb Classical Library, he was awarded the LL.D. at our Pre-Centenary Celebration in 1931.

By happy foresight, in that Dr. Murray was fully advised, one of his close friends and admirers has set up in his memory a Research Scholarship Fund, the interest from which will at a later date be made available for graduate study by Haverfordians.

1887

Paschall Hollingsworth Morris, B.E., died at his home in Villanova on February 23, 1940.

Mr. Morris devoted almost all of his life to the field of Engineering Construction, being successively associated with the Henry G. Morris, P. H. Morris, Morris Engineering, and the Cresson-Morris Companies of Philadelphia.

He is survived by his wife, a daughter and a son.

1889

Colonel John White Geary, Ex-'89, banker and broker, passed away in his Philadelphia apart-

ment on February 25th, in his seventy-second year.

Son of General John W. Geary, a Civil War leader and later Governor of Pennsylvania, Mr. Geary was at Haverford but for a short time, removing to the University of Penna., and Harvard for his education.

During the World War, he was in charge of the Military Intelligence Office in the Philadelphia District.

His wife, the former Mary DeForest Harrison, a daughter and two sons survive him.

1889

After apparently recovering from a serious illness, death came rather suddenly to Herbert Morris, at Saratoga Springs, N. Y., on January 7, 1940.

Son of Galloway Chesten Morris and Hannah Perot, he was granted the B. E. degree in 1889 and immediately began a long career with the Cambria Iron Co. at Johnstown, Pa., and other companies in the Iron and Steel field. In recent years he has made his home at Lake Goerge, N. Y.

1890

The Class of 1890 will miss the presence of John Frazier Taylor Lewis at their fiftieth anniversary in June, owing to his death at his home in near-by Broomall on February 19th.

Mr. Lewis, first honor student in his class, and holder of the

B.E. degree frequently given at that time, had been successively farmer, engineer, and dealer in building materials.

Always interested in education he had for almost thirty-five years served as a member of the local Board of Education. He was an active Mason and an Elder of the Marple Presbyterian Church.

His two sons, Benjamin J. and Andrew L. Lewis are both graduates of Haverford in the Classes of 1914 and 1923 respectively. They and their mother survive.

#### 1901

Walter Mellor, son of Alfred Mellor (Class of 1861) and brother of Ralph Mellor (Class of 1899) died after a very brief illness at his home in Germantown on January 11th.

Few sons of Haverford have left so lasting an imprint upon the campus as Mr. Mellor, for his work here includes the Hilles Laboratory and the Strawbridge Observatory.

Mr. Mellor was an active member of the Mask and Wig Club of the University, a member of Phi Gamma Delta, a Fellow of the American Institute of Architects, a member of the Art Alliance, Germantown Cricket Club, T. Square Club and other societies.

He is survived by his wife and one daughter.

#### 1906

Aubrey Cowtan Dickson, A.B., died at his home 515 W. Clapier Street, Germantown on April 30th after a brief illness.

Entering from the Wm. Penn Charter School, Mr. Dickson was an excellent all-round student, active in sports, and elected to Phi Beta Kappa in his Senior year. In 1933-35 he was Vice-President of the Haverford Chapter.

Following graduation he was engaged in various business enterprises in Philadelphia.

At the time of the Centenary Campaign, Mr. Dickson was Class Representative and did yeoman service in securing gifts from his classmates.

Two sons, Aubrey C. Dickson, Jr., '38, Wallace Hallowell, and a daughter, Bertinia Edith, survive him.

#### 1922

Sudden death due to coronary thrombosis closed the career of Allen K. Bucknell, '22, in a Cambridge, Mass., hospital on April 2nd.

A three-letter man in Soccer, Basketball and Tennis of which last he was Captain, Bucknell was also a member of the Freshman Debating Team, and winner of the Freshman Mathematics Prize.

After graduating with the S.B. degree, he taught for several years at Wilmington Friends'

School and at the Moses Brown School before entering the Harvard School of Business Administration in which he was later an instructor.

Subsequently associating him-

self with the Old Colony Trust Co., of Boston, he rose steadily to the responsible position of Assistant Trust Officer.

His widow, two brothers and a sister survive.















