

The Garnet Letter

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SWARTHMORE COLLEGE and her ALUMNI

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Number I

SWARTHMORE COLLEGE TODAY

A descriptive statement prepared by the Faculty Members of the Joint Committee on College-Alumni Relationships



Education is as broad as life itself, and even formal education rightly includes many types. A college is never made; it is always in the making. The Board of Managers and the Faculty of Swarthmore have from the 1860's been continually engaged in determining what kind of institution Swarthmore College should be. Among the important considerations have been the educational desires entertained for their children by members of the Religious Society of Friends which founded the College, and by graduates and ex-students. Board and faculty members have also had a concern that Swarthmore should undertake appropriate tasks in promoting education generally. The following statement is a brief and informal attempt to describe the Swarthmore College of today. It hardly needs to be said that the educational policies adopted by the present administration with the approval of the Board are heartily and independently supported by the Faculty.

A college assumes many responsibilities besides the claims of learning. This is particularly true of a small, residential, co-educational college. Among these responsibilities must be included adequate opportunities for the development of friendship, bodily vigor, sportsmanship, social life and manners, a sense of beauty, lively intellectual curiosity, and an aptitude for a suitable vocation. A college should make intellectual work more than a process of accumulating dry facts; it can do this by enlisting in the service of scholarship, in addition to reasoning power and memory, all the human faculties of imagination and emotion, and a generous interest in the public welfare. In many colleges these broad aims have been jeopardized since the war in various ways—by too rapid growth in numbers, by technical and vocational training, by overspecialization, by purposeless piling up of unrelated credits, by misplaced emphasis upon

the machinery of education, by commercialization of athletics, by departures from simplicity in social life, by poor teaching, and by an economic depression which has menaced all institutions. Swarthmore's attempts to solve its own various problems have been conspicuously approved by outstanding and impartial educational authorities.

Swarthmore from the beginning has been a college of liberal arts. Liberal education is partly a matter of curriculum and partly a matter of approach.

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TO FORMER STUDENTS of Swarthmore

WILLIAM W. TOMLINSON
President of the Alumni Association

I am sure there are many Alumni and former students who will be vitally interested in the more intimate picture of Swarthmore today that is presented in this "Garnet Letter."

As Alumni we have been conscious of changes that have taken place during recent years in educational policies and student activities at Swarthmore. Some of us have not altogether understood these changes nor have we appreciated their significance in the light of present-day conditions.

This "Letter" marks an effort to bring the College and her Alumni into a closer relationship through a better understanding of the aims, objectives and activities of Swarthmore today.

During recent months a joint committee made up of representatives of the Board of Managers, the Faculty and the Alumni Association has been meeting at regular intervals for discussion of College-Alumni relationships.

The Faculty members of this committee have prepared the statement entitled "Swarthmore

College Today" which is published herewith. The statement does not undertake to do more than describe broad policies and aims but it does present in a very interesting manner the program of the administration of the college and it has received the informal approval of both the President of the College and the President of the Board of Managers.

In this "Letter" are also published reports prepared by Dr. Palmer on "Athletics at Swarthmore" and "Student Life and Activities" by Nora Booth, assistant to the Dean of Women. These reports were originally submitted at the June meeting of the Alumni Association. It was the wish of that meeting that they be placed in the hands of all former Swarthmoreans as a means of further acquainting Alumni with present day Swarthmore student life and activities.

The publication of this "Garnet Letter" I regard as an important step in the development of a closer College-Alumni relationship. I hope other issues may be published in the future in which matters of universal Alumni interest may be discussed. Articles or expressions from Alumni and former students would be especially wholesome and interesting in a publication of this nature.

We have before us not only the aim of a more intimate mutual understanding between the college and her alumni but we also hope to develop a more closely knit alumni organization which can play a greater part in the future success of Swarthmore.

SWARTHMORE COLLEGE TODAY

(Continued from first page)

Philosophy, for example, is generally included in liberal training and excluded from agricultural training. Economics, on the other hand, is now found both in colleges of liberal arts and in schools of business administration; the difference is in the approach. Engineering has its own independent justification for being offered at Swarthmore, but it finds justification in this respect also—that engineering and liberal arts are becoming more closely related, at Swarthmore and elsewhere. Perhaps a liberal education may be summarized as a preparation for living in general.

In emphasizing such preparation, Swarthmore aims to fit men and women for leadership in many vocations. A large proportion of our graduates properly find their way into business careers. Much that is specifically useful in business is available at a college of liberal arts—in courses and in extra-curricular activities. But the major contribution which such a college makes to those entering business is offered to those who are capable of executive positions instead of mere routine. To them a well-directed liberal training means development of those

two most precious qualities of leadership—initiative and perspective. The business world constantly affords evidence that, in selecting men for leadership, it prefers men of comprehensive education, lively imagination, and sound judgment, on the basis of which, with least waste, business itself can provide for detailed technical training. Indeed, added evidence is afforded by undergraduate schools of business administration themselves; they have reversed the previous trend and are now including liberal arts in their programs.

Apart from the content of its curriculum, every educational institution is confronted by the necessity for decisions regarding standards. General educational standards tend to rise. The external circumstances of life become more demanding, and education must improve if only to maintain its relative position. Nor has education stopped there; it has tried to advance its relative position. So the standards of any college necessarily rise if it keeps pace with life and the educational system in general. But a college may also from time to time decide that it should make a special contribution to the raising of standards. Such efforts at Swarthmore represent an extension of the constant habit of earlier years.

Although Swarthmore's standards, taken in conjunction with the restricted size of the college, exclude many applicants, the college has remained full to overflowing through the depression without lowering standards. These standards are not merely highbrow; they call for well-rounded men and women who possess, in addition to high intelligence fine human qualities. It is believed that there are potential students, especially boys, for whom Swarthmore would be the proper college, now failing even to apply because of a misconception of admission requirements and student life at Swarthmore, who would be not only admitted, but welcomed. During the years in which most American colleges were expanding rapidly, some measures were necessary to keep Swarthmore within its limits. A rule common to many colleges was adopted, limiting applicants accepted without College Board examinations to the upper quarter of the secondary school class. Several years of experience with this rule have convinced the Faculty that the variety of standards in secondary schools makes the uniform application of this rule undesirable. Although class standing in secondary school is usually important evidence of ability to do college work, our admissions officers have recently been formally given greater freedom of judgment in their selection.

It is easy enough to find athletic boys, or bookish boys; to find and recognize the combination of qualities which results in force of character and leadership is difficult. The freshman class for next year,

however, seems to be of excellent quality, and the number of men will crowd the housing facilities of the College. Now, as always, our great concern is with quality rather than with number. The Faculty definitely desires qualities of character, personality, and physical vigor, along with intellectual attainments.

Just as Swarthmore is anxious to admit applicants who have well-balanced personalities, so is it anxious to provide opportunity for its students to develop as such persons during their college years. To that end the college is interested in extra-curricular activities, both athletic and non-athletic, in social life, in character; it must provide for them directly, and it must safeguard them as it formulates and applies academic policy. Professors at Swarthmore are more than task masters; they lead rather than drive their classes; and we think we are accurate in suggesting that the interest which Swarthmore students manifest in their work is due only in small part to task-mastering, which we seek to avoid. It is due rather to the fact that the Faculty has taken a leaf out of the book of extra-curricular activities; academic work has come to excite some of the genuine interest and spontaneous enthusiasm and sustained application which extra-curricular activities have always provoked. There is much evidence, moreover, that the depression has sent students to college seriously intent on making the most of opportunities.

The best protection against overwork is the relaxation which comes from spontaneous activity. The form of student activities, if they are really spontaneous, will often change rapidly within a student generation; evidence of the decline of one form of activity should be carefully balanced by evidence of the rise of a new form. College pranks are probably suffering a decline because the scope of freedom has been greatly increased—both at home before college, and at college itself. But activities in general are growing; more students are spending more time in athletics, dramatics, debating, music and social contacts, although the organization of these interests has in many cases undergone marked change. The administration and the faculty encourage activities by freeing them from the restrictions of the curriculum, by participating in them, by adding special members to the staff, and by urging students to exercise initiative. But much of student life during any college generation depends on student preferences; many of the changes since pre-war days have occurred simply because students want different things. Athletics afford an interesting example. On the urging of men students, the number of inter-collegiate sports has been increased, and the percentage of men engaged in one or more sports is phenomenally high. Our teams continue to compete

strenuously, with the desire to win; but this other desire, to have many sports, necessarily tends to produce fewer victories than might otherwise be possible. The basic factors in this connection would seem to be that the men's half of our student body numbers only three hundred, and that we do not subsidize athletes.

Teaching method is closely associated with standards. Swarthmore's experiments in method constitute a general program for the student body as a whole. The program has grown out of such beliefs as these: Students should meet a teacher in small groups or individually, and with considerable informality. Hours spent by students in class or on rigidly prescribed reading should be reduced, and hours spent in guided freedom on recommended reading, thinking, and writing should be increased. A good share of a student's work should be concentrated on a broad field of related studies, and stress should be laid not on detailed memorization but on comprehensive knowledge and judgment. Many other colleges are conducting experiments based on similar beliefs.

Of the new methods the so-called "honors" work serves as a good illustration. It is not confined to a few geniuses. Evidence of its appeal to the students in increasing numbers is found in the fact that for the last several years half of the junior and senior classes have been working by that method, and considerably over half of next year's junior class have applied and been accepted. In most instances the eligible student prefers the honors method to the course method; but in many instances such a student, or his teachers, or both, will decide that the course method is preferable. Honors work does not attempt to confine students' interest to the mere learning of facts; it is directed toward developing enthusiastic, penetrating, independent, and comprehensive minds—for employment in many different vocations.

Swarthmore, finally, encourages free discussion. In that it is applying one of the cherished traditions of America and Quakerism, and one which very much needs applying in these days. Men differ in describing present conditions; they differ in appraising them; they differ in proposals for change. A truly liberal college should in no way coerce its students into accepting any opinion; but it should make its students and teachers free to discuss any point-of-view, and its faculty members and outside speakers should represent many shades of thought.

This, as we see it, is Swarthmore College today in broad outline. The Board, Administration, and Faculty welcome alumni cooperation in suggesting specific improvements, in disseminating information about the college, and in relating student life to future careers.

Athletics at Swarthmore

A REPORT OF THE ALUMNI ATHLETIC COMMITTEE TO THE ALUMNI ASSOCIATION JUNE 1, 1935

BY SAMUEL C. PALMER, '95
Graduate Manager of Athletics

THE question of the success of Swarthmore's athletic teams has seemed to be a matter of grave concern to many of the alumni and friends of the College. With this in mind I will endeavor to place before you the actual conditions of physical education and athletics at the College, and to invite your careful and thoughtful consideration of the facts. In face of a widespread tendency among colleges today to place athletic sport, and especially football, in a position of preëminence, and in some cases to usurp to a great extent the real function of the college, it seems to me it would be well to measure these values and to determine where the real interests of the college lie.

Swarthmore has embarked on what I believe to be a wise and conservative athletic policy which should secure your whole-hearted and enthusiastic support. It should also tend to eliminate criticism arising apparently from the failure of our teams to win all their games. We in charge of the athletics have as much interest in the performance and appearance of our teams as the alumni, and we do all we can to assure their success. We are glad when they do well and show that they have profited by their instruction, and we are disappointed when their teamwork is ragged and their technique poor, as sometimes must happen.

The old-time "athletic teams at any cost" are gone. We would not want them back even if we could get them. The demands today on the student are so exacting that he has no time to devote all his hours outside the classroom to athletic development. It is no more reasonable to suppose that he should do so than it is that you should employ in your business a man who is preëminently a good ball player. It would seem ridiculous to you for us to insist that you have a good football team among your workmen when you are chiefly concerned in the manufacture of leather, cotton, paper or what not.

We are always glad when we can combine real athletic ability and high scholastic ambition in our students. We believe in this type of man, for he will have large interests, be alert and active and produce results.

We believe the primary function of the department of physical education is to develop the student physically so that he will stand up under the strain of this complex modern method of living, to instruct how to care for his body and how to perform creditably in those athletic activities in which he finds personal

pleasure. The Freshmen and Sophomores are required to report for physical exercise. There is a wide range of sports from which to select. The Seniors and Juniors have no such requirement.

The number of men enrolled in College this year was 292, of which number 209 were coached for Varsity teams, 42 others took part in intramurals, and 41 took no part in any athletic activity other than the required courses. Twenty-five of these have had coaching in some sport in other years, 9 were physically unfit and 4 were special students. If the success of athletics in college consists entirely in winning games from old rivals, even here we have not fallen so low as to merit much criticism. We, with our 292 men students, engaged in 90 athletic contests of an inter-collegiate nature, of which 8 were with clubs, alumni, or were group contests. Of the 82 purely intercollegiate dual contests we won 36, tied 2 and lost 44. By comparison this year's teams on the average did better than last year. Golf, tennis, swimming, track and baseball have better records; the swimming team broke every existing college record; soccer, football and lacrosse held their position; only basketball fell below the record of last year. Cross country as a beginning sport was not expected to win against U. of P. and F. & M. when the meets were arranged. Against our old rivals, Swarthmore did not do so poorly. We met Lehigh in 7 dual meets and won 5. Against Lafayette, we won 3 out of 5 contests. We met U. of P. 4 times and won 2. Against the New England group of colleges (Amherst, Union, Hamilton and Wesleyan and Springfield) we broke even with 5 victories and 5 losses. Our contests with Haverford resulted in 1 tie, 1 victory, and 4 losses, two of which were in golf. We placed behind them in the Amherst triangular track meet but out-scored them in the M. A. S. C. A. A. where we took third place among 18 competing colleges with 22½ points. This is probably sufficient to give you the information you wish. If such a record is the work of a lot of cripples and decrepit men I somehow fail to perceive it. Through a long period of years our record has been a little better than a 50-50 break and the results of this year have been but a trifle below that average. Notable and well-earned victories have been won against greatly superior numbers and I feel that our athletes today, when everything is carefully considered, deserve praise for their courage and achievement, rather than criticism for their failure to accomplish the impossible.

1934-35 Scores

FOOTBALL

0	Dickinson	6
0	St. Johns	12
0	F. & M.	22
12	Hopkins	0
7	Amherst	6
6	Hampden Sydney	7
0	Susquehanna	20

SOCCER

0	Lafayette	1
3	F. & M.	0
1	U. of Pa.	2
3	Lehigh	0
1	Cornell	2
0	Stevens	0
1	Alumni	1
1	Haverford	1
0	Princeton	2

SWIMMING

38	Villanova	28
22	Lafayette	53
20	Osteopathy	38
40	Lehigh	35
*30	Turngemeinde	44
51	West Chester	14

Two third places in Eastern Coll. Swimming Ass'n — 4 points

BASKETBALL

38	Pharmacy	27
17	U. of Pa.	56
23	Stevens	26
51	Osteopathy	24
30	Amherst	38
21	Wesleyan	25
57	Moravian	12
17	Washington	40
38	Hamilton	35
38	Albright	45
11	St. Johns	37
37	P. M. C.	36
30	Haverford	34
35	Lehigh	58
23	Dickinson	57

TENNIS

5	U. of Pa.	4
8	Muhlenberg	1
9	Lafayette	0
5	Rutgers	4
9	Dickinson	0
3	Army	6
5	Lehigh	4
7	Union	2
6	Hamilton	3
8	Haverford	1

LACROSSE

*9	Phila. L. C.	10
*2	Mt. Wash. Club	15
19	C. C. N. Y.	13
19	Lehigh	3
4	St. Johns	19
4	Rutgers	10
7	Stevens	9
4	Union	1
5	Springfield	13
1	Army	6
9	U. of Pa.	4

BASEBALL

21	St. Johns	10
6	U. of Pa.	14
0	Army	15
2	Dickinson	11
0	Ursinus	13
4	Union	11
4	Hamilton	20
1	Gettysburg	22
10	Stevens	7
4	Haverford	9
3	Muhlenberg	12

GOLF

7	Osteopathy	2
2½	Haverford	6½
5	Delaware	1
9	West Chester	0
7	Lafayette	2
3	Army	6
0	Navy	9
1½	Haverford	7½
5	Lehigh	4
5	St. Joseph	1

CROSS COUNTRY

40	U. of Pa.	15
39	F. & M.	16

TRACK

47	Lehigh	77
*35½	Amherst	76
	Haverford	42½
	Penn Relay	
	4th—1st race	
	2nd—2nd race	
64½	Drexel	61½
65	Lafayette	61
*3rd	MASCAA	22½ pts.
83	Hopkins	43

Swarthmore's score given first. *Combination meets or club matches. 87 Inter. Coll. meets — 36 Won, 3 Tied, 48 Lost. 5 were with Clubs or Group Matches.

Student Life and Activities

A REPORT GIVEN BEFORE THE ALUMNI ASSOCIATION JUNE 1, 1935

BY NORA BOOTH, '32
Assistant to the Dean of Women

FOR the benefit of those Alumni who do not return to College often and who have little connection with College activities, I have prepared this brief survey of the changes and developments that have been made in the student life in the last few years.

If I attempted to enumerate and explain all the innovations that have been made this report would become too long. For that reason I will mention only three which are of chief importance and which are indicative of the thinking and the activity of the student body: (1) the Social Committee, which has complete charge of the social life of the College; (2) the Committee of One Hundred, which co-operates with the Deans in interesting prospective students; and (3) the Creative Interest Groups, which provide opportunity for expression and training in fields not included in the curriculum.

I.—The Social Committee, organized in the winter of 1934, is an amalgamation of the Dance and Student Affairs Committees which existed prior to that

time. It is composed of ten men and ten women, with two chairmen, one man and one woman. It works as a Central Committee to plan for all kinds of activities and to supervise the routine work. But an attempt is made to include as many students as possible in the workings of the social life of the College by appointing sub-committees to carry out the actual work involved in 'putting over' a social event.

The Committee has three main purposes: (1) to afford an opportunity for every student in College to participate at some time in the social life of the student body by providing more informal events and by varying the type of activity to cover the varied interests of so many individuals; (2) to establish closer and more informal Faculty-Student relationships; and (3) to develop a stronger tie between the students and the Alumni.

The methods of promoting these ends are many and varied. Probably the most effective and the one that contributes to all three at once is the after-

dinner coffee hour in the new Collection Hall each Tuesday night. The room which formerly was the Assembly room on the second floor of Parrish has been entirely redecorated for use as the Central Social Room of the College. Painted a light colour, with bright, flowered curtains at the windows, and furnished with a big fire-place, book-cases, piano, radio, and bridge and ping-pong tables, it has now become the hub of the College. On Tuesday evenings, no coffee is served in the dining-room, but is served from one central table upstairs in Collection Hall, from six-fifteen to seven-thirty. Most of the student body migrates there from dinner and spends a very pleasant, informal hour dancing, playing bridge or ping-pong or just talking.

Although mixed tables are no longer part of the routine, there are many mixed tables on Tuesday evenings; and there are generally three or four tables to which members of the Faculty or Administration or Alumni are invited. Other members of these three groups have formed a habit of dropping in sometime during the course of the evening; and President and Mrs. Aydelotte have missed approximately two evenings in the last year. The students also urge the members of the Board of Managers to attend as often as possible after their meetings. So there is always a group of people around the coffee table; and the evening affords an excellent opportunity for all those interested in the College—students, faculty, and alumni—to get together on a common and informal meeting ground.

The redecorated women's Fraternity Lodges have been used extensively in the program of the Social Committee. Four of them are Class Lodges and are for the use of the women only. But the other two are known as the 'Activities Lodges' and may be used at any time by both men and women. Bridge tournaments and informal evenings of eating, singing, playing games, and playing bridge are foremost in the list of 'activities.' Besides these events the Committee plans dances—some novelty, some just college dances; scavenger hunts, treasure hunts, picnics, women's table parties (by halls) every Monday night, men's table parties every Friday night, class dances, evenings of movies in Collection Hall, and anything else of which the ingenious mind of that body of students known as the Social Committee can think. They have developed a very full and very well-rounded social program which has added much to the College life.

* * *

II.—The Committee of One Hundred is as yet very undeveloped and unorganized. But the members of this committee are confident that it can play an important role in the College. It was organized in

the fall of 1934 and is composed of a central executive committee of six, three men and three women, and a committee at large of approximately one hundred students. The purposes of the organization are two: (1) to interest prospective students of Swarthmore; and (2) to develop a closer contact with the Alumni.

Before the Christmas vacation of this College year (1934-35) the executive committee in collaboration with the Administration chose one hundred members of the student body to act as representatives of the College in their home towns and high schools. Their mission was to go home and see their friends or students in the schools from which they graduated and interest them in coming to Swarthmore. They were given letters of introduction, as representatives of Swarthmore, signed by President Aydelotte, and also names and addresses of Swarthmore Alumni if there happened to be any in that particular vicinity. Many of them talked to the principals of their schools or talked in the school assemblies; others spoke at Swarthmore Alumni Meetings or entertained prospective students in their own homes, or called on Alumni, hoping to get suggestions for meeting students who might be interested in knowing about Swarthmore. This latter method met with varying results.

Right here I would like to make a plea on the part of the student body. Meet them half way. You may not agree with them; they may not agree with you. But a friendly, open discussion may clarify both points of view. And they may be able to give you some information of which you are unaware. They can give you direct news of college activities and of student opinion. And the give and take of information and viewpoint can do more to strengthen the bond between graduates and under-graduates, and more to help the College than any amount of criticism. They are very anxious to work through you and your larger contacts to strengthen the position of Swarthmore; and they are looking to you for co-operation and assistance. The chairman of the committee has big plans for better organization and greater efforts next year. It is a group which can become an integral part of the workings of the College, and be an active asset to Swarthmore's standing; and it is a student effort. For all these reasons, we, as Alumni, should do everything in our power to help rather than hinder.

* * *

III.—The Creative Interest Groups have been assuming gradually in the last few years more importance in the extra-curricular life of the students; and have been strengthened greatly by the addition of two members to the Faculty, Beatrice Beach, and Daniel Owen Stephens. They are organized on a

purely voluntary basis; and a large proportion of the student body takes an active interest. Each group meets approximately once a week, and is supervised by a member of the Faculty. There are five groups: (1) the Little Theatre Club under the direction of Miss Beatrice Beach; (2) the Sketch Club supervised by Owen Stephens; (3) the Chorus and Orchestra directed by Dr. Swann; (4) the Manuscript Group under the guidance of Mr. Spiller and Mr. Scudder; and (5) the Arts and Crafts Group watched over by 'Uncle George' Bourdelais. The purposes of these groups, if they can be said to have any definite ones, are to afford opportunity to the students for free expression in artistic fields if they happen to have any such likings or talents, and to provide expert guidance in order that those talents may be developed and not lost in the hurry of college life. The eagerness with which the under-graduates have taken advantage of these opportunities proves that they have a well-defined place in education and that they fill a need which the student feels.

The Little Theatre Club is the most highly organized of the groups. Under the able direction of 'Bea' Beach, '31, who was graduated in 1934 from the Yale Drama School, the scope of the Club has been broadened to include training in all phases of theatrical production: stage design, and construction, costume design and production, lighting, make-up, direction, sound effects, and publicity, as well as acting. A very large proportion of the student body indicated a desire at the beginning of the year to take an active part in the work of the Little Theatre; and everyone has been given an opportunity to help in some way with one or all of the productions. The program for the year was carefully planned to include three different kinds of plays, each requiring a different technique to produce, and thus giving a wide range of experience. The first play was "Secret Service," a revival; the second, "Mary Tudor," a period play; and the third, "Playboy of the Western World," a modern production in dialect. Also there was a bill of one acts and a bill of original plays written by students. Many of the Alumni were present to see "Playboy of the Western World," and know what a carefully planned and technically perfect piece of work it was. And it was indicative of the type of production always given by the Little Theatre Club.

The Sketch Club is a new organization this year. It is not as organized a group as the Little Theatre Club by the very nature of its field; but it has been well attended by both students and faculty. Under the supervision of Owen Stephens, an artist from Rose Valley, the group meets once a week in a room in Bond. The members are allowed to use any medium they wish, water-colour, charcoal, pastelles, or anything else; they spend two or three hours

sketching either from still life or from a student model, or from their own imaginations. When the weather permits, expeditions to chosen spots of beauty are arranged and they try their hand at landscape painting. Many of the members of the group have improved greatly in their efforts; and another year will probably see the development of this interest to a major position in the list of College activities.

The Arts and Crafts Group has a much smaller enrollment, this year composed chiefly of faculty members and their wives. 'Uncle George' directs their efforts in Beardsley Hall, and allows them full use of whatever apparatus, belonging to the engineering department, they find necessary. They attempt all kinds of metal and wood-work, making their own designs and then carrying them to completion.

The Manuscript Group is a practise writing organization which includes writing in prose, poetry, and drama. A large percentage of the student body takes an active interest in one or all of these divisions. The various groups meet approximately once a week in the Lodges or at the homes of professors. They bring their manuscripts, read them, and are then given criticism by the member of the Faculty present and by the other members of the group. Occasionally an eminent critic or writer is asked to attend and give constructive suggestions and criticism.

The Orchestra and Chorus, under the direction of Dr. Swann, meet regularly once a week. There are approximately eighty voices in the Chorus and thirty pieces in the Orchestra; and the membership of this group is, again, composed of both students and Faculty. The best recommendation for this group is the concert which they gave in the winter of 1935, at which time they produced an excellent rendition of Haydn's Mass. The work on this program has covered a period of two years; and the result was so finished that a series of recordings has been made by the Victor Recording Company. If any Alumni wish to add materially to their albums they can do no better than to purchase a set of these records, eleven in all; and thereby they will insure for themselves not only a great deal of pleasure but also evidence of what the Creative Interest Groups are doing in the life of the College.

John Erskine, in his Phi Beta Kappa address at Swarthmore in June, said that education should provide opportunity for performance, direct application of theory. The Creative Interest Groups are doing just that. And they are also sharpening the perception and developing the appreciation of the students in ways not provided for in the curriculum but essential to a well-rounded cultural education.

These are only three of the many changes and developments that have been instituted in the student life of the College in the last few years. But they are indicative of the thought and interest of the undergraduates. When we were in College we considered ourselves well-meaning and fairly nice people; and we hoped that others thought the same of us. But I am quite sure that we did not have the breadth of vision nor the active awareness of factors beyond our own small world which the present generation of Swarthmore students manifests. They are conscious of the pleasure and happiness of others besides themselves, as evinced by their efforts in the social life of the College; they have an appreciation for the intrinsic values to be obtained in the realm of art, literature, and music, as shown in the Creative

Interest Groups; and they have a comprehensive conception of a College as a body made up of three parts, Alumni, Students, and Faculty, which, working co-ordinately and co-operatively, can produce an Alma Mater of which each and every graduate may be proud. Many of us would do well to broaden our vision to their scope. They are depending on us, as Alumni, for assistance and constructive suggestion. They are only too glad to extend the greatest hospitality which they know how to give; and are anxious for the Alumni to return often to College and enter, even if only for a few hours or minutes, into their activities so as to establish relations between the students and the graduates. Offering so much, the least we can do is to aid and abet them in their endeavors.

The Joint Committee on College-Alumni Relationships

For the Board of Managers

HENRY C. TURNER
EDWARD M. BASSETT
ROBERT E. LAMB

For the Alumni

RAYMOND K. DENWORTH, '11
FRANK H. GRIFFIN, '10
W. WALTER TIMMIS, '17

For the Faculty

EVERETT L. HUNT
CLAIR WILCOX
PATRICK M. MALIN

Swarthmore College Alumni Association

President—WILLIAM W. TOMLINSON, '17

Vice-Presidents—ALICE S. PERKINS, '04
CHARLES J. DARLINGTON, '15
LEON H. COLLINS, '21

Secretary-Treasurer—

ABBY MARY HALL ROBERTS, '90

Directors

AMOS J. PEASLEE, '07
ESTHER E. BALDWIN, '09
ELEANOR STABLER CLARKE, '18
LILA K. WILLETS, '93
HALLIDAY R. JACKSON, '04
A. PRESCOTT WILLIS, '23

Football and Soccer Schedules—Fall 1935

FOOTBALL

Oct. 12	WASHINGTON	at Swarthmore
" 19	DICKINSON	at Swarthmore
" 26	JOHNS HOPKINS	at Swarthmore
Nov. 2	HAMILTON	at Clinton
" 9	AMHERST	at Amherst
" 16	HAMPDEN-SYDNEY	at Hampden-Sydney
" 23	SUSQUEHANNA	at Swarthmore

OCTOBER HOME GAMES BEGIN AT 2:30 P. M.

NOVEMBER HOME GAMES BEGIN AT 2:15 P. M.

FOOT BALL COACH.....George R. Pfann, Cornell
FOOT BALL CAPTAIN.....James McCormack '36
FOOT BALL MANAGER.....Franklin Gutchess '36

SOCCER

Oct. 11	FRANKLIN & MARSHALL	at Swarthmore
" 19	PRINCETON	at Princeton
" 26	UNIV. OF PENNSYLVANIA	at Penn.
Nov. 2	LAFAYETTE	at Swarthmore
" 9	LEHIGH	at Bethlehem
" 16	CORNELL	at Swarthmore
" 22	HAVERFORD	at Swarthmore

SOCCER COACH.....Robert Dunn

SOCCER CAPTAIN.....Carl Oehman '36

SOCCER MANAGER.....John Seybold '36

SAMUEL C. PALMER '95—*Graduate Manager of Athletics*