



DR. GODDARD RETIRES (See Page .5)

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SWARTHMORE IN THE SPRING

By SIR HUBERT WILKINS

SIR HUBERT WILKINS began his Polar explorations in search of sites upon which to locate meteorological stations to improve the long range forecasting of weather. Since that time he has spent about 25 years in Arctic and Antarctic Exploration where he has been the pioneer and best practitioner in methods for successfully using aircraft for flight in cold regions. The accuracy of his navigation has been unexampled, and this with his scientific planning are models for practical explorers to follow. Sir Hubert has been described as "the most useful man in modern exploration." Some of our Swarthmore Zoologists, who were testing and developing equipment for the Air Forces, had the privilege of working with him in tropical and Arctic service tests. Under the auspices of the Cooper Foundation Sir Hubert spent the month of April at Swarthmore.



Amid brilliant blooms of trees and shrubs and tender tones of sprouting leaves warmed to encouraging growth by the grey-veiled sun, revealing youths' expectant confidence, and strongly sensed yet placid eagerness for understanding and the friendly companionship of well ordered intellects, Swarthmore in the spring has afforded me a measure of delight and comprehension beyond previous experience.

College life is an experience I missed in youth, as was sustained companionship, for I travelled furiously from place to place intent on the ramifications of a universal plan. It seems that I missed much by not having the privilege of a college education, and I can see that at Swarthmore, in its picturesque setting, its clean wholesomeness, with its comforts and trust for personal freedom, students should appreciate, comprehend and treasure the connection of such bounties with education.

Travel is enticing to most young people, yet mere travel is not very satisfying; it is much more satisfying if one travels with a scientific objective, and if one has had a scientific training which makes it possible to recognize intimately the wealth of interest the world affords. To call a tree or a bird by name as it swishes by the window of a train; to follow the sweep of a geological formation and marvel at the magnitude of nature's forces as they are exposed in a view obtained from a plane's high altitude; to wonder at man's ingenuity, toleration and co-operation as one does when vast cities with myriads of twinkling stationary lights and flitting lights of moving traffic sweep beneath a plane in flight, are delights available to all in this great, rich country of America. It is not necessary to go beyond the United States to obtain a wide understanding

of the wonders of nature, yet the broadening of purposeful travel, encompassing the world has helped me to develop a sense of oneness of the world and now, a glance at a globe awakens an encyclopedia of memories.

Global comprehension and world wide interest is a definite requirement today when possibilities of travel include the totality of both latitude and longitude. East-west boundaries are no longer the only ones open to the human race; north and south have taken on a new and important interest. The globality of the world is now clearly appreciated and maps of Mercator projection, useful as they have been, may be relegated largely to the archives, leaving polar projection as the method of presenting the outline of the earth.

The Arctic is no longer a "No Man's Land" and a knowledge of the distant Antarctic, still mysterious, must some day complement our knowledge of the north. Geography has taken on a new meaning and geography is a subject that should not be overlooked in any college curriculum of the future. Librarians would do well to see that books summarizing polar travel and conditions are available—especially the books written by men of polar experience such as "My Life with the Eskimo," "The Friendly Arctic," "The Northward Course of Empire" by Vilhjalmur Stefansson and Professor William Hobb's "History of Antarctic Exploration." These books will be among the classics of the future.

Large scale maps of polar regions might well decorate college library walls, and figures portraying cross-sections of the earth, disregarding its water levels, would draw attention to the more or less conical depression at the earth's apex and a protuberance at its base—if we consider that the north is the apex. Such a figure would give us a new concept of the conformation of the earth's solid structure. The Arctic Ocean is more than three miles deep; the Antarctic Continent is more than two miles high, in some parts; the earth is shaped as if some great giant had poked his finger into the top to make a deep well and at the same time pushed out the bottom to form a truly magnificent pole at the south.

But I hope that my stay at Swarthmore has done more than draw attention to geography. It was my intention that my visit should draw attention to the fact that professional explorers have more in mind than an exhibition of man's ability to cope with the elements; that the polar regions have value other than as proving grounds for adventurous heroes such as Peary, Scott, Amundsen and Byrd. Merely to spend a number of years at the ends of the earth is not the end product of our ambition; cold alone is not the delight of our lives. Polar explorers, as is the case with explorers in other fields, have long range plans for benefiting the human race.

Aloneness, inevitable in our field of endeavor, and years of exposure to low temperatures may chill our temperaments and manners, yet even so, such traits can not fail to respond to the warmth of friendship and goodfellowship which I have found during my residence at Swarthmore.

ALUMNI DAY



JACK THOMPSON '27
Alumni Day Chairman

SATURDAY, June 22nd, will see the Swarthmore campus crowded for the first Alumni Day observance since 1942. From discussions and correspondence with chairmen of class reunion committees, as well as with alumni whose reunions were passed over during the grim war years, it is to be a gala occasion.

This is the time of year when tender memories from the gay past just naturally turn us toward Swarthmore and a renewal of old friendships. After five gray, stern years, June 22nd will be a day to

meet again in happy reunion. It will be a day to give thanks for the renewed privilege of gathering with old friends, and to pay tribute to Swarthmore men and women who have helped make it possible.

In planning the Alumni Day program, first consideration is given to the classes having reunions this year; then to all Swarthmore Alumni whose thoughts in June are filled with plans to return to the campus for a day. Space for headquarters and dinners has been assigned in the college buildings to all reunion classes. Plans have been completed to provide lunches for all alumni, as well as dinners for the reunion classes.

Food and housing conditions make it important that reservations be returned at once.

PROGRAM

The 1946 Alumni Day will open at 10:30 A.M. with the annual meeting of the Alumni Association, in Friends' Meeting House.

At 12:30 P.M. a box luncheon will be served on the front campus.

Promptly at 2 P.M. the traditional Class Assembly and Parade will be held under the elms and oaks in front of Parrish Hall.

Class Recognition, highlight of the afternoon program, will be held in the Arthur Hoyt Scott Outdoor Auditorium instead of on the football field, as in previous years.

As the reunion classes parade from Parrish into the amphitheater, they will find space allocated on the broad steps to which they will be directed by a master of ceremonies speaking over a sound amplifier.

In the Class Recognition program, your Alumni Day Committee visualizes an hour and a half of intensely interesting revelations.

Non-reunion alumni and spectators, outside the class sections of the amphitheater, will be given an opportunity to "Meet the Classes" and "Meet the People" whose loyal interest and friendship for their classmates and Swarthmore bring them back to college every five years.

Who is the alumnus who has traveled the greatest distance to get to the reunion? Who is the alumna?

Which class has the largest number of alumni back for reunion?

How many married couples are there among the reunion classes, men and women who were members of the same class?

Who is the alumnus, or alumna, with the most children?

How many members of the reunion classes have sent their children to Swarthmore?

Who are the newest newlyweds among the members of the reunion classes?

These and many other questions will be answered as the classes are gathered in the Arthur Hoyt Scott Outdoor Auditorium on Alumni Day.

At 3:30 P.M. there will be a baseball game and tennis matches, or time for a rest before the reunion dinners at 6:30 P.M.

Tea at 4:30 P.M. will be in front of Parrish.

The Old Grads Dance will be held at 9 P.M. in the dining room, and at 10 P.M. there will be a College Sing on the front steps of Parrish, led by Bert Brown.

So that alumni with small children (not younger than 5 years of age) may plan to attend, a special playground is to be provided, staffed by skilled attendants. There, for a small hourly fee, such as you might pay a "sitter" at home, you may park the children and be free to get around the campus to visit with old friends and classmates. This service will be available from 10:30 A.M. until 5:30 P.M.

REUNION DINNERS AT 6.30 P.M.

| Class | Reunion Headquarters | Reunion Chairman | Class | Reunion Headquarters | Reunion Chairmen |
|-------|----------------------|--------------------------|-------|----------------------|-----------------------|
| 1891 | West End Parlor | Hannah Clothier Hull | 1921 | Bond Memorial | Wm. Minton Harvey |
| 1896 | Somerville Parlor | Isaac H. Clothier, Jr. | 1926 | Somerville Gym | Mary Althouse Goman |
| 1901 | Class Lodge (1946) | Deborah Ferrier Strattan | 1931 | Palmer Lounge | Edward L. Noyes |
| 1906 | Class Lodge (1947) | Edith Lewis White | 1936 | Whittier House | Wm. D. Taylor |
| 1911 | Lodges 5 and 6 | Angeline Power Thatcher | 1941 | Commons | Frederick S. Donnelly |
| 1916 | Class Lodge (1948) | Sewell W. Hodge | 1944 | Hall Gym | Frank Johnson |

BOOKS BY ALUMNI

By CHARLES B. SHAW, Librarian

IT IS about half a dozen years since Carl Dellmuth proposed, as a joint activity of the Alumni Office and the Library, the collecting of books and magazine articles written by alumni. In the difficult half-decade of war-years the venture has progressed to the extent that the shelves holding these publications have so expanded as now to hold some 375 items. The books stand on the library's shelves in its Treasure Room arranged by the year of the author's graduation.



The premier volume is a book entitled *The Christian Gentleman*, written by William H. Ridgway of the class of 1875. The class of 1944 is represented on the shelves by Rene Kuhn's novel, *34 Charlton*. For the seventy years between these two graduating groups there are productions from all but ten classes. Of the classes graduating since 1890 there are representations from all but 1908 and 1943.

Reunion classes in 1946 will find in this collection many samples of the writings of their associates. There is space here to list the available publications of only a few of these classes. For the fifty-year group there is Maude Gridley Peterson's *How To Know the Wild Fruits*. The twenty-five year class will find books by Blaisdell, Bogardus and Valentine; the fifteen-year class will see publications of Bob Kintner, Betsy Maxfield Miller and Brooke Worth. The class which was graduated ten years ago will find books by Philip Crowl, Stephen Laird (Laird Lichtenwalner) and William F. Whyte.

Two alumnae, both one-time members of the college library staff, have been especially helpful in these early formative years of searching for and assembling this material: Katharine Patterson Gay '31, and E. Virginia Walker '28. Other members of the library staff have at various times checked the alumni list with records of book and magazine publications. As a result there is at the library a file of several hundred entries which cite books and articles by Swarthmoreans.

Our Swarthmoreana Collection includes other categories of materials in addition to these writings by alumni. The keystone

publication is a copy of the twelve-page *Charter and Supplement, Constitution and By-Laws of Swarthmore College*; and this is followed on the shelves by a copy of *Proceedings on the Occasion of Laying the Cornerstone of Swarthmore College on the 10th of Fifth Month, 1868*. There are almost complete files of the *Catalogues, Bulletins and Annual Reports of the President and Treasurer*, going back to 1865. There are seven shelves holding almost 400 bound theses written between 1891 and 1945 by undergraduates. There is an imposing array of books and articles written by members of the faculty. There are books written about the college and about Swarthmoreans. There are not quite complete files of undergraduate publications—*The Phoenix, The Halcyon and The Dodo*.

Swarthmore is proud of the library's few special collections which supplement the splendid provisions of materials essential for classes and seminars. The Friends Historical Library, housed in the Biddle Memorial Library, is undoubtedly one of the world's three best collections of books, magazines and manuscripts by and about Quakers. Its Jane Addams Peace Collection will become a unique repository of the papers and records of those individuals and organizations that have worked for peace. Our British Americana Collection—accounts of their travels in the United States written by British visitors—now numbering nearly 700 titles in about 1100 volumes, was bracketed in a recently published book with the New York Public Library, the Library of Congress and Columbia as among the country's outstanding collections of this material. Our collection of the issuances of private presses and other examples of contemporary fine printing (now including some 1900 volumes from about 375 presses) is known among typophiles around the country.

Closest to the hearts of alumni, though, is our collection of Swarthmoreana. It is unique. It will never be duplicated in any other place. It deserves to be made as nearly complete as possible and to be kept up-to-date. The latest annual report of the librarian to President Nason included these three sentences: "We have compiled on cards a surely incomplete but lengthy list of books by alumni. Many of these titles are now out of print and hard to acquire. It would be pleasant to record, a year hence, a considerable number of gifts to the library of these books, by their authors or by friends of the college who own books written by Swarthmoreans."

SOMERVILLE DAY

Somerville Day, 1946, was different from any of its predecessors as to program, but not in spirit. After having had no meeting for so long a time there were more present this year than ever before. Everyone was glad to get back to College again.

The Business Meeting, held in the Meeting House at 10:30 A. M. was presided over by Barbara Pearson Lange '31, Vice-president of the Alumni Association, at which the usual reports were made. This was followed at 11 by Somerville Town Meeting at which time the speakers were President John W. Nason, Vice-President James A. Perkins '34, and Dean Susan Cobbs. Many asked questions, among them being Jane Rushmore, '83, which took the writer back to her student days when

we girls always welcomed Jane's Somerville Day talks as the most interesting part of the day.

The Lucretia Mott Fellowship was awarded to Isabel Gamble '46. Gratia V. Kendall '27 received the Martha E. Tyson Fellowship.

Lunch was served at Bond Memorial Hall and the adjoining Lodges.

The afternoon program in Clothier Memorial, "Swarthmore Undergraduate—Edition 1946" symposium under the direction of Beatrice Beach MacLeod '31, was enjoyed by all, the music appealing to many in the audience.

The final part of the day was a student tea for alumnae served in the East and West Parlors of Parrish Hall.

CAROLINE A. LUKENS '98.

DR. GODDARD RETIRES

THIRTY-SEVEN years ago, when Joseph Swain was president of Swarthmore College, a young man came to the campus to take up his new position as Head of the English Department, succeeding Dr. John L. Lowes. He had graduated from Amherst College in 1900, where for two subsequent years he was an instructor in mathematics. Then, with mercurial versatility, he studied for his Ph.D. in English Literature at Columbia, and went on to become a professor in this field at Northwestern University.

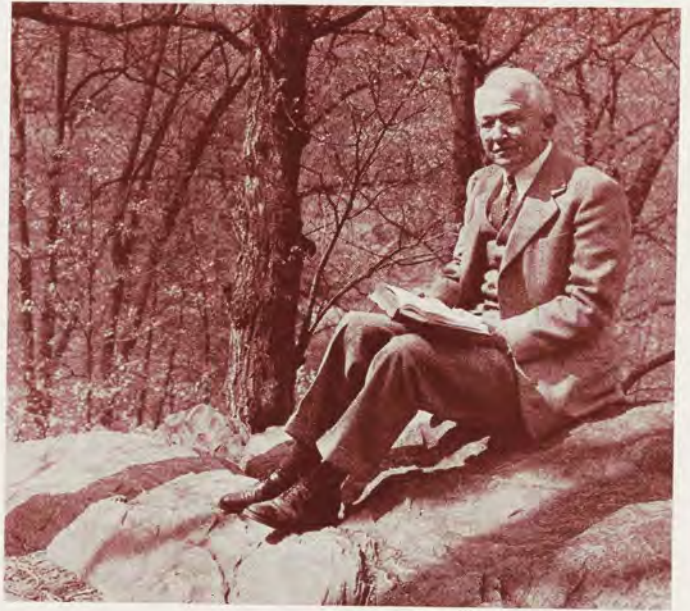
In retiring this June from Swarthmore College, Harold Goddard must find it mildly astonishing to realize that he, with one exception, has been here longer than any other present member of the faculty. In that span of time he has seen Swarthmore College grow from 372 students to the present total of 880; has watched its physical plant expand from eleven buildings to thirty-seven; and observed its endowment accumulate from \$1,000,000 to nearly ten times that amount. From a list of 1300 alumni, which fitted neatly into a few pages at the back of the 1909 college catalogue, he has seen us grow into a body of nearly 8000.

In Dr. Goddard the past and present meet for nearly all our living alumni, of whom he has taught several thousand. He has been a heart-warming beacon to all those returning graduates who wistfully search the campus on home-coming days for a flavor of the old times. These are some of the factual reasons why, like Kittredge of Harvard, and Phelps of Yale, the name Goddard to Swarthmoreans connotes a great English professor who has become indissolubly woven into the fabric of Swarthmore tradition.

But there are more significant causes than these which have created the Goddard legend. In those thirty-seven years Harold Goddard has truly given the last full measure of devotion to the students he has taught. For him a student was never just a four year personality who vanished into a cosmic void on Commencement Day. He has carried on a voluminous correspondence through all these years,—to the point where long ago he had to inaugurate a separate filing system to hold the hundreds of letters from former students which pour into 3 Whittier Place. His personal knowledge of alumni is amazing. What is even more vital is that this knowledge often encompasses the innermost thoughts and dreams of these individuals. For it is to him they write when they have discovered an exciting new angle or meaning in their way of life. These things they want to share, and they know that Dr. Goddard will understand and never, never ridicule.

There is no more glorious accolade that could be bestowed on any teacher than such a tribute. For through his patience and enthusiasm he has tried to help each student find the innate poet in himself. Some who at first were lumpish or shy about expressing themselves have in later years been intensely grateful to discover that he was really trying to teach them a way of living that would ensure beauty for them for all time. "Why, it was Dr. Goddard who taught me how to listen!" one alumna exclaimed on hearing his name. Another one remembered the gentle criticism he used on one of her papers. "This may show confused thinking, or perhaps you have a thought here which is too big to put into words!"

Perhaps all this has been because Harold Goddard thought that teaching should truly be a "leading out." Like Lamarck he emphasized inspiration that drew its source from beyond,



... TWO FAVORITE SWARTHMOREANS

rather than from a driving force behind the individual. Attesting to the fine quality of his scholarship are his "*Studies in New England Transcendentalism*" and his book "*W. H. Hudson: Bird Man*"; and he has contributed articles to periodicals as various as *The Atlantic Monthly* and *The Yale Review*, *The Nation* and *New Republic*, *The Hibbert Journal* and *The Journal of Philosophy*. Dr. Goddard could have attained more renown in this field had he cared to devote his time and energies in that direction,—but he preferred to dignify the profession of teaching. Rather than neglect his students for research and personal glory, he chose to give of himself.

For some alumni the poetry classes and Emily Dickinson will be remembered above all else, and the poetry note-books which many still keep. For others there will be his penetrating analyses of Dostoevsky's "*The Brothers Karamazov*" or Chekhov's "*The Cherry Orchard*." For still others Chaucer and Shakespeare hold meanings they would never have known without his guidance and contagious enthusiasm. To some, Katherine Mansfield will have a special, exciting significance. For Dr. Goddard spoke of these people as though they were personal friends, living and vibrant, and in this natural simple way they became personalized to his students.

Not to be forgotten are exciting seminars in the pleasant Goddard living-room with its yellow curtains, flowering plants, and New England antiques,—with Eleanor's piano in the corner and Margaret's paintings on the walls,—with perhaps the tantalizing aroma of home-made brown bread drifting out of the kitchen, where Fanny Goddard, as with her garden, keeps home-making an art. A whole poetic way of life is exemplified in Harold Goddard's own family. In paying tribute to him we pay it to Mrs. Goddard in the same measure. For with her unique understanding and generosity she made it possible for Dr. Goddard to be truly himself. She shared with

(Continued on Page 7)

HISTORY OF SWARTHMORE DURING THE WAR

COME September, Swarthmore College will in most major aspects have completed the readjustment to a time of peace. The Navy will have concluded its training program in June, the two-semester schedule with no summer session will be in effect, and the College will be filled to capacity with civilian students, most of whom will be planning an uninterrupted course of study. At the same time that our efforts are being turned towards a productive future, with the stresses and strains of the war years receding into memory, it has seemed desirable to collect the material and examine the story of Swarthmore's role in the war, before memory has become too dim. The war history of Swarthmore College on which I have begun to work should in part consider how adequately a small liberal arts college was prepared to meet and weather the exigencies of emergency, and to what degree its training had prepared alumni and students to rise to the demands of a great crisis.



The history as projected divides itself into three sections. One of these will treat the history of Swarthmore College itself during and immediately after the war years. The three years' training of the Navy V-12 Unit by a Quaker College presents an interesting central theme; there were other contributions as well, such as the large scale Engineering Science and Management War Training program, the various research projects for military needs undertaken on the campus, and the efforts of the College to form a significant program for Civilian Foreign Service. The changes which these and other war-time adjustments wrought upon the general character of college life—upon the balance of curricular divisions, on the kind of instruction given and work performed, the importance of the honor system, the quality of extra-curricular activities and social programs—constitute an equally interesting, if more elusive, part of the story. Finally, the legacy of this war-time experience to the post-war Swarthmore must be considered. The enlarged enrollment, the preponderance of veterans, the new curriculum are part of the immediate changes which present new problems and suggest the permanent lessons to be learned from the turbulent years.

The activities of the Faculty during the war offer an impressive amount of material for a second section. In addition to the accomplishments on campus in the training of military groups and in scientific research, the faculty despatched many members far afield in the armed services, in government work and in research of national importance.

The third and largest part of the work will be devoted to the war records of Swarthmore alumni and students. According to a preliminary check, some 1200 Swarthmoreans were members of the armed forces, among these an honor roll of twenty-nine men who died in the service.

An analysis of various aspects of all these service careers should provide some noteworthy conclusions on the average length of service, the kinds of duties performed, the distribution of rank, the number who saw overseas duty and participated in different campaigns, the number receiving awards and decorations. And some provisional answers at least should be found for more general questions. To what extent were beliefs and outlooks changed, and did the contributions of several important years to the winning of the war offer any compensating gains in personal development? Did the Swarthmore years have any effect upon adjustment to military demands, and how efficiently did the service employ individual training and abilities according to its own needs? What are the post-war activities of these veterans, and in how many cases was the direction of a career changed since the war period?

In addition to the individual records, there should be a sufficient number of personal stories from this group, telling of particularly interesting and memorable experiences in the war, to fill a long chapter in the history.

In order to collect the necessary material for this section of the history, questionnaires have been sent to all Swarthmoreans known to have been in service. Since completeness is essential and the time to be devoted to writing is limited, a return of the questionnaire at earliest convenience will be of inestimable assistance to the project. Alumni veterans whose activities have escaped the notice of the College are urged to send in the relevant information on their war record.

The completion of this war history of Swarthmore is tentatively scheduled for early Fall, and publication will probably be in the form of an enlarged college bulletin.

ROLAND C. BALL, JR. '39.

SWARTHMORE'S ROLL OF HONOR WORLD WAR II

| | | | | | |
|------|---------------------------|------|--------------------------|------|---------------------------|
| 1912 | DONALD R. FERGUSON | 1939 | ISAAC W. BUDD | 1943 | A. WILLIAMS BROOMELL, JR. |
| 1920 | FRANK E. ATKINS, JR. | | CHARLES W. EDMUNDS, JR. | | GEORGE F. DELANEY |
| 1930 | GEORGE C. SHERMAN | | SEYMOUR I. MILLER | | EDWARD L. HEACOCK |
| | JOHN H. STOKES, JR. | 1940 | JOHN P. SANDERSON, JR. | | MALCOLM LINDSAY LOOMIS |
| 1934 | ARTURO C. F. MATHIEU, JR. | 1941 | RICHARD BOONE DRURY | | JOHN M. OGDEN, JR. |
| 1935 | JAMES C. FISHER | | BERTON PAYSON MARCLEY | | GEORGE KIDD PERKINS |
| 1937 | THOMAS BENTON PERRY | | SIBLEY REID | 1944 | GEORGE KIDD PERKINS |
| 1938 | RODERIC PAPINEAU | 1942 | PHILIP EMERSON WOOD, JR. | 1945 | CHARLES O. ARMSTRONG |
| | FRANK C. PARKER, JR. | | PAUL DAVIS CALDWELL | | NORRIS C. BARNARD, JR. |
| | | | JOHN MARTIN HOWARD | 1946 | WILLIAM R. GAWTHROP |
| | | | ROBERT NEIL ZIPPFL | | |