

910A

E.C.A. 1960s

Haverford in Wartime

by Howard M. Teaf

World War II came to Haverford long before 1941. In the 1937-38 academic year, an undergraduate exchange student from Germany appeared, seemingly just another among scores of foreign students whom Haverford has welcomed over the years. But this one acted differently during his year here. In class and out, Dieter was a propagandist, possibly with Nazi connections and support. He spoke of the weaknesses of Czechoslovakia and what became famous as Sudetenland, about Danzig and the Polish problem, and about National Socialism's contributions to Germany's industrial organization. Upon any show of interest, a student or faculty member would receive, directly from Germany or through Dieter, reams of literature, almost all in English.

A little later a visiting lecturer in international relations evoked controversy and hostility. In lecture and in conversation he juggled, with difficulty but no embarrassment, totalitarian philosophy and appeasement policy. He tried to be friendly, but some faculty members refused even to eat lunch with him. He, too, lasted for one year.

Toward the end of the Thirties refugees from Germany and other European countries, most of them sponsored by the American Friends Service Committee, reached Haverford. Some members of the faculty in 1941 and 1942 supported a cooperative house on Buck Lane, where many "new Americans" spent a period of orientation, language and culture study, and psychological adjustment.

One refugee experience brought the military and ideological conflicts too close. Sometime in 1939 a faculty member took into his home, presumably "for the duration," a German boy, high-school age. He was there for only a couple of months when he was observed daily sitting before the radio, gloating over the successes of the German army as it invaded Poland. AFSC helped move him to another host.

As the United States came nearer to involvement in the war, the campus reflected national ideological and policy divisions and conflicts. The discussions among students and faculty alike were both serious and ludicrous, including the division between faculty members (and their wives) over Bundles for Britain and America First.

More comic was the "Iced Tea Scandal." Felix Morley's Academic Council (which had a much wider advisory role than normal) usually met at his home -- on the porch in good weather -- over iced tea and cookies. When an article by Morley on the impact of the war on education appeared in The Saturday Evening Post, accompanying it was a large photograph of the Haverford Academic Council, half of its members holding glasses. Almost immediately, a spate of letters to Felix criticized the drinking of official highballs at a Quaker college!

An incident in the early days of the meteorology program illustrates the difficulty of adjustment of a Quaker institution to the military and vice versa. When the Pre-Mete program was assigned to Haverford, there was to be no military activity except drill and no fire-arms. Even the drill sergeants bore no arms. But in the spring of 1943 the commanding officer of the unit informed ~~President~~ Morley that there were on the way from Frankford Arsenal

real rifles for close-order drill of the student-soldiers. After considering alternatives, the two agreed that, since the shipment of rifles could not be intercepted or delivery refused, it should be stored in the basement of Barclay. And there the rifles were "buried" until the last military units left the College. The captain secured a number of all-wood dummy rifles, with which the students drilled -- much to their amusement.

Training for Peace - "R & R"

As early as 1939 training for relief, rehabilitation or reconstruction activities in war-ravaged areas had been considered. President Comfort proposed to the Board of Managers in October of that year

"....for (the College's) own students and on its own property a course of training for relief or reconstruction work at home or abroad to be undertaken by such students on a voluntary basis as may desire this training...."

The president was authorized to explore the subject. Spring, 1940, saw the start of the student-sponsored and student-directed Haverford Service Project, aided and abetted by Uncle Billy (Comfort) and Doggie Johnson's Buildings and Grounds Department. Forty to fifty students worked in the project regularly. They demolished the old cricket shed near the present north wing of the library; they built storage sheds near the powerhouse; they had conversational French sessions with Uncle Billy himself and a course in automotive mechanics with Ted Hetzel.

In March, 1943, President Morley passed on to the Board the report of the Faculty Committee on Graduate Students, recommending

an interdepartmental program to be known as Relief and Reconstruction for men and women students and use of T. Wistar Brown Scholarship Fund income for this purpose. With more optimism than practicality the Board authorized specifically an "R&R" unit for service in China under AFSC auspices and another unit for service in Europe. Such a program was to start with about twenty persons, seven of them Haverford graduates. Informally recruitment had already begun, with Professor Douglas Steere as program director.

Within a few weeks, sixteen men and one woman were organized into an R&R unit. (Out of this small group, the College later found two administrators and one faculty member who served for many years: William Ambler (Admissions), Charles Perry (Development), and John Cary (German).) The male contingent of R&R was doomed to a very brief existence: in May members were notified that they had to report in June to Civilian Public Service camps.

So the R&R program continued in September, 1943, with sixteen women and one man, the latter draft-exempt. The R&R curriculum included courses in social organization and social services, with emphasis on cross-cultural problems, presented by Hertha Kraus, an expert in the field; international political organization and problems, under "Uncle" Edmund Stinnes; accounting principles, with emphasis on problems of reporting by detached field units, taught by Howard Teaf; automotive mechanics, directed by Ted Hetzel, and a foreign language. In the third semester of the R&R program, each student was required to undertake some actual social-service work,

usually in an organization in the Philadelphia area.

A special word should be said about Dr. Edmund Stinnes. A German national, separated from his family's extensive industrial empire and completely out of sympathy with the National Socialist regime, he and his wife Marga came to Haverford in 1943 largely because of Marga's connection with German Friends and previous contacts with Douglas Steere. Edmund Stinnes had worldwide experience and acquaintance, through travel, investment, and study. Felix Morley appointed him ~~Associate~~ Professor of ~~G~~overnment. His courses, both for undergraduates and for the R&R students, were informal, highly personalized, and provocative. Through his personal contacts, many European political notables came to lecture at Haverford or participate in courses, for example, Heinrich Bruning, Wolfgang Stresemann (the son), and Count Carlo Sforza. He also established the Main Line Forum, a series of campus public lectures on nation issues in 1944 and 1945, which attracted substantial delegations from nearby schools and colleges.

By the time the first R&R group had finished course work, most of those who wanted jobs immediately were able to make good connections. And recruitment of a second group of women graduate students was well under way, with admission through a committee headed by Douglas Steere.

These R&R students developed a remarkable esprit de corps while at Haverford, which has continued for nearly forty years. They have met at least six times formally, and there are informal get-togethers on any excuse, such as a Corporation meeting. Several "R&R sons" are now among Haverford alumni.

The Korean War -- "S & T A"

Colleges had just about returned to normal after World War II when military action broke out in Korea. In the fall of 1950, many students were troubled by the prospect of a military draft interrupting their college careers. Colleges again worried about their ability to maintain programs with reduced student bodies. Haverford was no exception. President Gilbert White asked Professors Carl Allendoerfer and Howard Teaf to study the situation and make a recommendation. They recommended a graduate program much like the R&R program.

The discussion at the December, 1950, Board meeting brought forth such expressions as "a positive contribution toward a peaceful world society," and venture in faith." But students were also expected to pay normal tuition and "hence replace some of the loss in tuition which will naturally arise in case of the increased military service." (There was liberal scholarship assistance.)

Professor Harry Pfund became director of the "Graduate Curriculum in Social and Technical Assistance." Students were recruited largely through undergraduate colleges. Contacts were made with international aid agencies, who seemed interested in "generalists" -- young people who were prepared to cross cultural lines to assist in the transfer of technical and social ideas, methods, and ambitions; specialized technicians had not been successful in such transfers. (Over a decade later, similar types were sought for the Peace Corps.) Haverford faculty put together a core of required courses much like the R&R curriculum, but with the addition of a course on assistance programs using case studies.

The S & T A program began in September, 1951, with twenty students: thirteen women, seven men. A few had specialized backgrounds: education, engineering, agriculture; most were liberal-arts graduates, right out of college. Three were from other countries. Only one was a Haverford graduate. To receive the Master's degree, a student was required to complete two semesters of course work, a work project of at least three months and a thesis on that work experience or an examination on problems of assistance in the field.

The S & T A program continued for five years, Professor Hetzel directing it the last two years. It was the first program of that type and purpose in any educational institution. It attracted students from other countries each year: from Japan, Switzerland, Norway, Finland, Great Britain, Canada, Peru, Jordan, West Germany, Nigeria and Assam. Some of the graduates of S & T A found employment in private or governmental agencies. For a few it led to life careers. But job placement became difficult; United States federal agencies, agencies of foreign governments and of United Nations, and private agencies were committed, sometimes by statutes, to the employment of people with technical-specialty education or experience -- though officials gave lip service to the capable, well-motivated generalist.

In 1956, after receiving a report from a sociologist experienced in international service, Haverford discontinued the S & T A program. Sixty men and women had completed the course work; only two or three had not finished all of the requirements for the Master's degree.