

BULLETIN OF
WELLESLEY
COLLEGE

PRESIDENT'S REPORT AND STATISTICAL
STUDIES OF THE COLLEGE

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REPORT OF THE PRESIDENT

To the Trustees of Wellesley College:

I have the honor to present the following report on the three-year period from July 1953 to July 1956.

The Students

Admission. In recent years Miss Mary E. Chase, Vice President and Director of Admission, has prepared and mailed to all schools which usually present candidates for admission a statistical report on the entering freshman class. The leaflet gives information on the aptitude and achievement test scores of the class, on regional and school distribution, and on scholarships. Her typically thoughtful act has proved helpful to schools in advising their students, has lessened the tension for able girls in their last year of school, and has helped to limit applications from girls who are unlikely to benefit from attendance at Wellesley.

The report has contributed, we believe, to the steady improvement in the quality of applicants and to holding to manageable numbers the increase in total applications. It has not, however, led to a decrease in multiple applications, nor has the increase from ten to fifteen dollars in the application fee. Multiple applications, understandable from the applicant's view, continue to be a major problem of admission offices, because it is impossible to select a class with any certainty that the desired geographical, economic, and cultural diversity will be obtained.

As indicated above, the quality of applicants, measured by scores on entrance examinations, has improved during the period under review, and the number of applicants has continued to mount. Total applications for the fall of 1956 exceeded 2,000 as compared to 1,338 five years earlier, although greater efforts have been made to steer elsewhere students not likely to be admitted. Of more significance than numbers, the median score of the entering class on the verbal aptitude test of the College Entrance Examination Board rose in the last five years from 608 to 637; on the mathematical aptitude test from 555 to 576.

Such test scores when combined with school records and recommendations have considerable but not assured predictive value. Motivation and physical and emotional stamina, for which no adequate

tests exist, also have much influence on success in college. An interview conducted by an expert and confidential comments by teachers and principals who know the student well are the best current means, subjective though they are, of estimating these less tangible factors, though obviously no one can foretell precisely how an individual will develop during the college years.

In selecting a class the Board of Admission accepts all those who appear to be outstanding among the applicants. In the next group of very good applicants, not all of whom can be accepted for lack of room, it tends to give preference, all else being equal, to daughters of alumnae and to girls with unusual interests or from regions from which a larger proportion of the student body is desired in order to strengthen the national character of the College. In the last three years regional representation changed only slightly, the most noticeable trend being a small decline from the Middle Atlantic states and small increases from more distant areas. Understandably, the largest number of students continues to come from New England and the Middle Atlantic states.

Financial aid. Nothing at Wellesley which is subject to statistical measurement has grown so much in thirty years as financial aid to students. In round figures the College gave for this purpose (exclusive of gifts made by the Students' Aid Society) \$29,000 in 1925-1926; \$86,000 in 1935-1936; \$134,000 in 1945-1946; \$246,000 in 1955-1956. This is an increase of 748% in scholarship awards in a period of thirty years during which total registration increased 10% and the inclusive fee increased 85%.

Fortunately during the years of most rapid growth in scholarship funds, Miss Lucy Wilson, Dean of Students and Chairman of the Committee on Scholarships, provided continuity of direction. With her retirement in 1954 and the institution at the same time of the College Scholarship Service (a national agency to which an applicant submits one statement of need for distribution to any of the cooperating colleges to which the student is applying) major review of scholarship procedures at Wellesley became necessary. Mrs. George E. Brown and Miss Ruby Willis of the Students' Aid Society, and at first Miss Wilson, later Miss Chase and Miss Teresa Frisch, Miss Wilson's successor, worked untold hours to define the responsibilities of the College Scholarship Committee and the Students' Aid Society, to safeguard the transition, and to develop equitable and efficient methods for what had become a large operation.

Tried experimentally and then revised, the new methods should serve the College well in 1956-1957. For students in college decision

PRESIDENT'S REPORT

on worthiness to receive aid is made by a subcommittee of deans and faculty; for entering students, by a subcommittee of members of the Scholarship Committee and the most experienced members of the Board of Admission. Estimates of financial need are handled separately by the Scholarship Secretary assisted by other administrative officers who act in the light of financial information supplied by applicants and by the College Scholarship Service. Awards are then made to students in the order of the merit rating assigned by the faculty committee. In all of this college officers and the Students' Aid Society are working in easy cooperation, sharing information and judgments, and so allocating their respective funds, whether for gift, loan, or work scholarship, that the individual student feels a unity in their actions.

In the period under review, 1953-1956, every student in college who was judged worthy of an award and in need of aid received the amount of her need. Among entering students the situation was different. All entering freshmen who received ratings in the highest group were given awards of the amount of their need, but rigorous selection was necessary among a large number of worthy applicants requiring assistance.

This is partly because the average award is relatively large at Wellesley, whereas the percentage of students on scholarship is relatively low as compared with men's colleges. It would be simple to increase the number of girls on scholarship by decreasing the average size of awards and so have a more typical pattern of aid. This, I believe, would be unfortunate. Girls can and usually do earn some money if they receive financial aid, but they rarely have opportunity to earn as much as their brothers. To cut the size of the average award would immediately change the character of the holders of scholarships as a group. Instead of selecting the outstanding applicants from the entire number that asks for help, without regard to the amount of need, selection would be limited to those among them who need only moderate assistance.

To increase the number of students holding scholarships and to maintain the current average size of award, which is larger than in the majority of comparable institutions, an increase in scholarship funds would be necessary. This may be desirable. It surely would be desirable if available funds did not permit, as they now do permit, awards to all in the group rated "outstanding." But under present conditions, which may not last indefinitely, major increases in scholarship funds would permit bringing more students on scholarship only at the cost of rejecting more of the able students who do not need scholarships.

In short, the situation has changed markedly in thirty years, thanks primarily to Wellesley's alumnae. In 1926-1927 one freshman was awarded \$600, five were awarded \$500 each (half of the fee), three received \$300 each, and announcement was made that awards of \$100 to \$200 might be made in the second semester of the first year. In addition, the Students' Aid Society made gifts totaling \$1,737 to ten freshmen. For 1956-1957 the College and the Students' Aid Society made seventy-nine awards to entering freshmen, forty-nine of whom received \$950 (half of the fee) or more.

Wellesley should continue to admit all applicants with outstanding credentials, regardless of such factors as financial situation, special interests, or geographical background. The students in this group should continue to receive as much financial assistance as they need. The remaining scholarship awards should be made to able students who come from places from which Wellesley has relatively few students, or whose special interests are likely to enrich the diversity in the student body and strengthen under-elected majors.

For this reason the suggestion is again made that Wellesley explicitly designate some of its scholarships for entering students who have background and interest in fields which the faculty consider important but which, from time to time, do not attract a large number of entering students. It would be essential to safeguard the freedom of a student who receives such a scholarship, so that she would feel no compulsion to continue in the stated field in order to maintain her scholarship if her developing interests should lead in another direction. An announced program of this nature, with implementation placed in the charge of Miss Chase, might emphasize to schools and students not acquainted with Wellesley the variety of opportunities offered and the emphasis which the College places on academic interests and academic strength.

Any discussion of scholarships in the past three years would be incomplete without appreciative reference to leaders of business and industry. They became actively interested in the 1950s in keeping alive the colleges and in assisting able youth to attend college, and they realized at once what colleges are only beginning to realize: a scholarship gift to a student does not help the finances of a college. Indeed, it increases the financial burden, inasmuch as an institution necessarily has special expenses in the administration of scholarship funds. Therefore, many corporations, wishing to help colleges as well as students, have automatically made an unrestricted grant to the colleges which their scholarship holders attend. In the last three years Wellesley was the grateful recipient of a total of \$25,050 from

eight corporations for scholarships and, in connection with this, unrestricted grants of \$14,050.

It should be emphasized strongly that the preceding paragraph refers only to the finances of an institution. Scholarship funds make and always will make an irreplaceable contribution to the educational strength of an institution and to its wish to be of service.

Residential life. During the past three years most of the students have led remarkably active, eager, constructive lives. Their academic work has come first, as it should; yet their extracurricular activities have flourished. A survey of extracurricular interests and of the use of student time was made in 1952-1953 under the chairmanship of Miss Grace Hawk and with the support of a generous grant from the Ford Foundation. Since then, discussions and reappraisals have provided useful stimulus to almost every student organization.

Each year the leaders of College Government—members of Senate, the Courts, and House Councils—have carried with humor, tolerance, and maturity the burdens of their offices. The excellent morale among the student body, reflected in the low withdrawal rate for reasons other than marriage, and the general satisfaction with the conditions of campus life are their rewards. The fourteen heads of house working cooperatively as a group and individually within their own halls have contributed much to the general good will.

An increase in the amount of student cooperative work, announced for all students in 1953, is now an ancient tradition. Instituted to avoid larger increases in the fee, the work program was expected to require three to four hours per week per student, aside from time given to the care of her room. However, the students streamlined the work arrangements, so that now telephones are answered, front doors attended, and meals are served at a cost of about one and one-half hours per week per student. In each hall a student head of work makes the schedules and oversees the work, and all goes smoothly, except for occasional individual carelessness and for occasional individual objections to room inspection as contrary to the "honor basis." Inasmuch as the rooms of objectors are often in need of inspection, and as lower forms of life are not so informed about the "honor basis," room inspection has been maintained.

Advising students. During recent years discussions among deans, faculty, students, and alumnae led to reconsiderations of the organization for advising students. Finally in 1955-1956 the Academic Council supported a trial of a revised organization. The deans, all members of the faculty with strong intellectual interests, will continue

to be central in advising students, working with the rest of the faculty, the doctors, the heads of house, student officers, and primarily with the individual students in their classes.

However, in place of one permanent freshman dean who each year has to become acquainted with 470 or more newcomers—a task handled since 1946 by Miss Jeanette McPherrin admirably and with respect for the individual freshman's need to develop independence—there will be two deans who will carry alternate classes through the first two years. In 1956-1957 Miss McPherrin will have the class of 1959 in its sophomore year, thereby providing continuity of advice until the students enter major departments. A new dean, Miss Eleanor Webster, Assistant Professor of Chemistry and an alumna of Wellesley, appointed in the spring of 1956, will carry the alternate class through its first two years. When the system is fully operating, it is expected that Miss Frisch as dean of students will be class dean for juniors and seniors, assisted by chairmen and advisers in each student's major department.

The hope is that by these changes the deans can be more useful to sophomores, without losing the strength which an experienced dean contributes to the freshman year, and can provide help when it is wanted in the last two years, while recognizing the greater maturity and independence of the upper-class student. At least four years of experience will be necessary before the changes can be assessed adequately. Meanwhile, the new arrangements will be developed gradually. Miss Grazia Avitabile, Associate Professor of Italian who served excellently as dean of sophomores in 1955-1956, generously agreed to give up her class in 1956-1957 to Miss Frisch, in order to help inaugurate the change. Miss Jean Crawford, Assistant Professor of Chemistry and Dean of the Class of 1957, will carry her class through to graduation in order not to break the happy associations which had developed for the students in the first two years of her deaning.

It seems probable that the new arrangements could not prove useful had there not been a preceding period of rotating class deans. At present twelve members of the Academic Council, in addition to the present deans of students, know from direct experience the duties of a class dean. When in the future few members of the Council have had this experience, another revision is likely, in order to maintain, under circumstances then existing, community of understanding and purpose among teaching and deaning members of the faculty. In any case no system is in itself perfect. The test lies entirely in whether a system helps or obstructs the deans, faculty, and students in their total educational goals.

The Faculty

Scholarly interests. Lists of the faculty publications which were issued between 1953 and 1956 appear in the appendices. Among them is a volume issued in 1955 under the auspices of the Faculty Publications Committee, *Elizabeth Barrett to Mr. Boyd*, edited by Barbara P. McCarthy, Professor of Greek.

Although listing of research in progress and of activities in professional societies would be inconveniently long, some mention may be made of special scholarly grants and honors held during this period. Five members of the faculty held Ford Foundation fellowships: Mrs. Robert Frisch, painting; Mr. Walter Houghton, English literature; Miss Grazia Avitabile, Italian literature; Mr. Jan La Rue, musicology; Mr. Owen Stratton, political science. Four members received Fulbright awards: Mr. Herbert Gale for Biblical studies in Germany; Mrs. Clark Goodman for research in sociology in Japan; Mr. Bartlett Stoodley for lecturing and research in sociology in the Philippines; Mr. Jan La Rue for research in music in Austria. In 1954 Miss Dorothy Dennis received the title *Officier de l'Instruction Publique* from the French Government. In 1955 Mr. Jorge Guillen received a Guggenheim award for the writing of poetry and the Gold Medal of the National Academy of Arts and Letters.

Six of the scientists on the faculty held grants to assist their research on the campus: Miss Elizabeth Jones from the United States Public Health Service for research on cancer; Miss Mary Austin from the National Cancer Institute; Miss Jean Crawford for use with Miss Eleanor Webster in research in chemistry, and Mrs. William Guernsey for research in physics, both from the Research Corporation of America; Miss Margaret Seikel from the National Science Foundation for research in chemistry; Mr. Michael Zigler from the Spica Corporation for studies of light.

Other types of recognition came to the faculty. For example, the Boston Museum of Fine Arts added to its permanent collections a painting by Miss Agnes Abbot. Several orchestras played Mr. Hubert Lamb's compositions. Mr. David Barnett performed as soloist with the Boston Symphony Orchestra. A manuscript by Mr. Edward Gulick received an award of the American Historical Association for 1954. In 1956 Miss Harriet Creighton was elected president of the American Botanical Society.

The foregoing is suggestive, not inclusive, and is set down as indication of the variety in the intellectual and cultural life of the community. Mention should also be made of the College's program of faculty awards, which was developed in 1952-1953 from earlier pro-

grams. It started with an appropriation of \$20,000 and the hope that at some future date faculty awards funds would amount to \$200,000. As of June 30, 1956, they stood at \$97,117, thanks to continuing appropriations voted by the trustees, which were made possible by support from unrestricted gifts, and to designated gifts of the New York Wellesley Club and others.

The funds will help not only future research. They are useful now. Some thirty awards have been made for minor aids to research, and in 1954-1955 major awards were made to Miss Alona Evans for study of problems in political asylum and to Mr. Charles Kerby-Miller for research in English literature; in 1955-1956 to Mr. Edward Gulick for study of the impact of the West on the 19th century East.

The salary scale and faculty recruitment. During this period there has been deliberate emphasis on improving the salary scale. The following table summarizes the gains:

	Average Salaries				
	1952-53	1953-54	1954-55	1955-56	1956-57 (estimated)
Full-time:					
Professors	\$6604	\$7150	\$7552	\$7707	\$8994
Associate professors	5350	5763	5951	6294	7125
Assistant professors	4263	4561	4812	5255	6016
Instructors	3350	3440	3744	3937	4404
Total faculty	4956	5274	5522	5741	6583

The progress is significant, but it falls far short of a desirable goal. Three hundred thousand dollars more income per year would permit the proper scale for Wellesley in terms of the purchasing power of the dollar in 1956 and of salaries in other educational institutions and other professions. A college with excellent students, an excellent plant, an excellent faculty should reward its faculty with comparable excellence.

Without forgetting the need ahead, there is reason to rejoice and be grateful for what has been achieved. First to be mentioned are Wellesley's alumnae, on whose annual unrestricted gifts the College is primarily dependent. Next to be mentioned is the late Mrs. Thomas W. Lamont, alumna and trustee of Smith College. Her benefactions were centered properly in her own college, but so aware was she of the superior work done in many women's colleges and the inferior support which they receive, and aware, also, of their importance to the nation's educational structure, that she left large bequests in 1953 to each of seven women's colleges to improve salaries. Her bequest to Wellesley of \$250,000 helped to make possible the improved salary scale of 1954-1955.

Two years later a superb, unprecedented gift helped materially to improve salaries for 1956-1957. The Ford Foundation, among the first to recognize the compelling need to improve faculty salaries if able faculties are to exist when the increased student population reaches the colleges in the 1960s and 1970s, announced in December 1955 plans to grant \$260,000,000 to American institutions of higher education. Half of the amount offered to each institution was sent in June 1956; the other half is to follow in June 1957. Wellesley received \$650,000 in 1956; a somewhat comparable sum is expected in June 1957. The basic grant to be given in the two years is an amount equal to the total salaries paid in 1954-1955 for academic instruction, the income to be used to advance salaries. Supplementary grants of approximately half the basic grant were offered to the 126 liberal arts colleges which had made the greatest progress in improving salaries since World War II, the income and principal to be used at the discretion of the trustees. Among them was Wellesley, thanks to the record made possible by steady support of the alumnae and friends of the College, and the constructive actions of the trustees.

The trustees voted to treat both grants alike, allocating all income to an increase in salaries. To ensure far more rapid gains than this made possible, they voted to use reserve funds in 1956-1957 to supply at once the income which in later years the second half of the Ford Foundation grant would provide. They increased student fees for 1956-1957 from \$1850 to \$1900. Also, they decided to rely in advance on receiving annually some \$40,000 in unrestricted gifts which could be used to support the salary scale for each year until such time as sufficient new Faculty Salary Advancement funds should be established to provide more adequate safeguards.

Not only must the present scale be safeguarded; it needs rapid improvement if Wellesley is to have an excellent faculty ten years from now. Everywhere staffing the colleges in the 1960s and 1970s will be difficult; in some fields staffing is already difficult. Although there has been some increase in the number of graduate students in America in the last year, in many fields the numbers preparing for scholarly careers are inadequate for the approaching demand. Eighteen percent of the faculties of the country are now fifty-five years of age or more (at Wellesley in 1955-1956, 20 percent). To replace them and to add to the nation's faculties in proportion to the increasing numbers of students will be impossible.

Hence the importance of interesting now in careers as college teachers more of the intellectually able high school and college youths. Money will not make scholars, but given expectation of ade-

quate financial return, more of the scholarly young people might feel able to consider careers as scholar-teachers. If they do not enter college teaching, America in the next twenty years may house its high school graduates in college buildings but it will not be able to educate them.

There are no easy solutions to the coming national shortage of college teachers. Such aids as television to spread the influence of the skillful lecturer will be helpful at many points. Meanwhile, a rationalizing cliché is to be expected as justification of mass methods, to the effect that "good learning" is important, not "good teaching"—as if any informed person ever justified teaching except by reference to its product, learning. Insofar as this leads to demand for evidence of interest in learning on the part of the high school student if he is to be allowed the privileged status of becoming a college student, it may prove useful. But it would be wrong to ignore the evidence of many able scholars and scientists that for them the impetus to learn independently came at the undergraduate level through the direct stimulus of a perceptive teacher.

Given the many types of work needing the young men of today's relatively underpopulated college-age group, it seems evident that more of the women now in colleges must enter vocations outside the home if the sum of the nation's skilled work is to be covered in the years ahead. Careers for women as homemakers and community volunteers will not meet the national need of the 1960s and 1970s. Women will have to take on more duties if their children are to have educational opportunities comparable to their own. Fortunately, college teaching has relatively flexible hours, even where the weekly load is heavy, and so can be combined with home-making more easily than careers in most businesses. Admittedly women with young children are not likely to have time for creative scholarship; yet they can keep informed in their scholarly fields and can teach admirably on the undergraduate level.

Unfortunately, the proportion of women among recipients of Ph.D. degrees in America has been lower so far in the 1950s than in the preceding forty years. Women's colleges that have a high level of competence in their student bodies should try to reverse this trend. They can do it best by their practices. They can show through some of their appointments, through conditions of work, and through salary scales, that college teaching can be useful, manageable, and rewarding for the woman, married or single, who has continuing interest in learning and who cares that opportunity for excellent education be maintained. So the drive to improve salaries at Wellesley is im-

portant not only for this college but for the influence which Wellesley's attitude toward the academic profession, which salaries reflect, can have on able students in this and other institutions.

Educational Developments

The curriculum. Changes in the curriculum usually stem from annual departmental review of individual courses. Less frequently a department undertakes a major analysis of its total program for majors and non-majors. Ensuing recommendations are then reviewed by the Curriculum Committee and are acted on annually by the faculty as a whole. So initiative is lodged with the experts, and time-lag is avoided between departmental desire and opportunity to make changes and between developments in a discipline and reflection in course offerings.

Frequent revision increases budgets for books and equipment and complicates the allocation of space, but this is relatively unimportant. More important is the fact that departmental emphasis in making the curriculum leaves the faculty little time for responsible discussion or realistic planning which crosses individual subject lines to appraisal of the total educational opportunity for the student. Somehow the scholarly strength of departmentalism in curriculum building should be maintained without risking the limitations of separatism. One means to do this within the traditional framework might be to provide each decade for a special total review of curriculum which cuts across course, department, and group barriers and which considers the curriculum in relation to the disciplines represented and also in relation to the students whom Wellesley admits and to the twentieth century world.

In the three years under review major changes in offerings occurred in Biblical History, Political Science, Psychology, and Sociology. The Biblical History department, finding that more than one-third of the students elect work beyond the required year course in the Biblical foundations of religion, introduced advanced courses designed for non-majors, with the result that elections have increased even more. The Political Science department planned to experiment with a seminar in local government and introduced a course in political process, taught largely by the case method. The Psychology department decided to give up the semester introductory course in favor of a year course as prerequisite to further work in the department and strengthened its offerings in social and experimental psychology. The Sociology department reorganized entirely the introductory course, replaced some highly specialized courses with broader ones more ap-

propriate for undergraduates, and introduced a new course in methodology.

Changes made in other departments also point to the continuing study by departments of their offerings. The Chemistry department decided to experiment with a decreased laboratory requirement in some courses and is preparing for a major review of its curriculum in a staff seminar in the coming year. The Economics department completed such a study in 1956. Three years ago the English department revised the required freshman course to provide better integration of literature and writing; since then some writing courses have been reorganized, and plans are in process for a total review of the major. The Mathematics department is experimenting with ways to speed preparation of highly trained mathematicians. Members of the Zoology and Botany departments have been considering ways to relate their course offerings more fully, and, supported by a grant from the Ford Foundation in 1956, are continuing their study of the effective use of teaching resources in the biological sciences.

Methods. Departmental organization and teaching methods are reviewed by the departments much less often than is the curriculum. The most significant changes in the past three years have occurred in Geography and Geology which in 1954 separated into two departments; in Astronomy which is sectioning the elementary course according to scientific aptitude—an experiment made possible by an increase in elections from 52 to 89 in this period; and in Psychology, which decided to replace the traditional large lecture courses in the elementary work with sections of 25 to 30 students each.

Studies made elsewhere indicate that approximately the same amount of factual knowledge is retained by the individual regardless of size of class. The small section, however, makes possible some attention to the development in the student of accurate and analytical processes of thought and permits teacher and students to become acquainted. This can lead to an enriching educational experience for the student in class hours and in conference and informal association outside of the classroom.

Primarily for this reason most classes at Wellesley are small enough to permit discussion or informal lecturing interspersed with student comments and questions. The faculty strongly and, I think, wisely, supports this arrangement. Nevertheless, in the 1960s when a national shortage of faculty members is anticipated, it will be increasingly difficult to justify the use of faculty time for small classes, except in courses where their potential values actually are achieved in

the considered opinion of an earnest and able faculty and student body.

Even where the small class can be justified, as in so much of the work at Wellesley today, there may be practical necessity ahead and, in my opinion, there might be educational value in requiring the student to take one or two large lecture courses during the first two years. The student, especially the immature student, might experience a new independence in learning when guided only by lectures and bibliographies. If most of the work could continue in classes small enough to permit active participation in the classroom and individual attention by the faculty to interested students inside and outside of class, the values of small group instruction would be maintained. Then, if one of her courses were in a large lecture section, the student would have the stimulus of contrast in types of instruction, and the demands on faculty time might be somewhat decreased.

In any case, it seems highly desirable that faculties everywhere discuss now and experiment now, before the pressure of necessity may force hasty action, with means to safeguard the quality of educational opportunity for able students during the next two critical decades of increasing numbers of students without proportionate increase in numbers of teachers.

Elections. The largest departments in terms of senior majors between 1953 and 1956 were, in order: English, History, Political Science, Art, Economics, Psychology, and Zoology. In terms of total number of registrations, the order of size was: English, History, Art, French, Biblical History, Psychology, and Political Science.

Across the years the size of many departments has fluctuated little. Since 1939 the most significant increases have in general been in history, art history, and the social sciences. The major decreases have been in mathematics and foreign languages, ancient and modern, except for French and Spanish. Though some of this is attributable to changes in requirements at Wellesley, much of it parallels the dismaying national tendency to limit the opportunity for able students to build in secondary school the mathematical and linguistic tools necessary for advanced work.

In connection with elections, it is worth noticing that pressure from students for vocational training has never been marked here and is not increasing. Students follow their interests in selecting majors, and, although some departments are quick to notice the vocational or pre-professional benefits of some of their courses, almost every course exists because of its fundamental role in an academic discipline or its liberalizing character. This situation should be maintained at

Wellesley; the college has the size and the resources to ensure excellence in liberal arts education but not to ensure excellence in the liberal arts and in some other type of post-high school training. Diversity in fundamental purposes properly belongs to the university.

Activities related to the curriculum. So much learning occurs outside of the formal curriculum that education cannot be evaluated by reference only to the *Courses of Instruction*. This fact, true of all residential colleges, means that faculties have numerous educational responsibilities beyond formal "teaching loads." Contemporary discussion of meeting the approaching college teacher shortage by a simple increase in student-teacher ratio is short-sighted when it ignores the importance of extracurricular education to total education. The fact remains that there are limits to the number of students whom any one person can work closely with and influence directly.

A few illustrations of activities related to the curriculum must suffice. The Music department, long distinguished by its major built for musically gifted students, has developed courses of a high level for students who wish to develop general musical literacy and taste. It has moved beyond the curriculum to expand steadily the number and variety of after-dinner concerts given by faculty and students in the dormitories, has created a tradition of organ recitals by faculty and students in the Chapel during examination periods, and has added to the choir performances a new emphasis on madrigals and joint concerts with the orchestra.

The Art department held an average of eleven rotating exhibits in the Museum each year, including an annual exhibit of student work, and the Director of the Museum has displayed in dormitories and other buildings works of art worth knowing. Barnswallows, feeling cut off from the academic community, developed in this period a faculty committee to advise on selection and interpretation of plays and to assist the Director in relating some of the theater offerings to drama courses, as a reinforcement or supplement to formal study. The department of Greek maintained what a Boston reviewer called "one of the Boston area's most entertaining cultural events" with a production in Greek in 1954 of Aristophanes' *The Frogs* and in 1956 of Sophocles' *Electra*.

The social science departments cooperated in October 1954 in a special one-day conference, during which the faculty dismissed all classes, on some Values in the American Tradition. The program, supported by Mr. and Mrs. George Frederick Jewett, was stimulating both in itself and in providing a shared, community interest. Funds to free time for the faculty to develop and carry through more such

conferences of an inter-disciplinary nature are much to be desired.

The department of English fostered a freshman literary magazine and assisted the students in their general literary magazine, *Keynote*. Every department arranged special lectures to provide new insights for students in their courses and held special meetings of various types for majors. In addition, the custom of having faculty guests in the dormitories on Wednesday evenings and Sunday noons continued to grow, to the satisfaction of the students and the benefit of community life.

Beyond the campus, the Summer Internship in Washington, initiated by the Political Science department in 1943, maintained a distinguished record among students and among the offices and agencies in which they interned. In 1955, when arrangements and direction became too onerous for one department year after year, the Economics department took charge and an agreement was reached with Vassar College to make the internship an intercollege one under rotating direction.

Future Size of the College

The most frequent question asked these days is: Will Wellesley grow larger? In 1954-1955 a trustee-faculty committee made a first study of this question. After agreeing that the character of the College should not be changed, it asked: If the number of qualified applicants should increase markedly in the 1960s, what will be Wellesley's responsibility? Can it accept more students without undermining its present strengths? To try to answer this, it asked what effect an increase of two hundred or five hundred students would have.

Preliminary studies were made for the most part by the Recorder, Miss Kathleen Elliott, in her free time and as a service to Wellesley. They suggested that an increase of five hundred students would require major changes in almost every area, whereas an increase of two hundred students might be absorbed without radical effect, provided the faculty and dormitory facilities could be enlarged. The Committee agreed that decision on size should await evidence that there would be substantial increase in qualified women students wanting and able to profit from four years of rigorous liberal arts education in a women's college. It also agreed that consideration should be given, if Wellesley were to enlarge, to the needs of commuting students and to qualified advanced standing students whose numbers might increase if the two-year college movement should develop. In any case, nothing

could be done to provide more housing until the debt for new dormitories, incurred in 1952, was substantially reduced.

In summary, the Committee recognized that the central question was and will be how Wellesley can best contribute to the educational strength of the nation. It decided against a fixed position now on future size and reaffirmed the traditional position of offering a demanding liberal arts program primarily to a residential community. It foresaw little likelihood that Wellesley could retain its present character if it enlarged substantially but thought that a moderate increase might be possible.

During the next five to eight years there should be periodic weighing of the pros and cons of enlarging. Wellesley should watch carefully the development of the two-year colleges and the effect of larger families on the number of qualified students in the neighborhood who may wish to attend as day-students. It should watch carefully the rate of increase in numbers of scholar-teachers and its own capacity to attract them to Wellesley, quite as much as the increase in interested and able applicants. Also, before it enlarges, it should consider the problem of finding more people with the essential qualities to handle wisely the advising of students. Already the increase in students at Wellesley since the war has cut the teacher-student ratio. To cut it more or to increase the loads of deans would affect perceptibly the personality of a Wellesley education. Therefore, if quality and type of education are to be maintained, enlargement of the student body here must be related to the availability of mature and able scholars to serve as teachers and deans, quite as much as to the desire of young women to attend and to the adequacy of the plant.

The Plant

The President's *Report* stated in 1952-1953: "The library building is inadequate, and two of the liveliest departments of the College work under serious handicaps because of their buildings, the Art and Music departments. . . . It becomes a duty, therefore, to seek sizable help for these three academic needs. . . ." The funds for these buildings are now in hand and plans for them are well under way.

The Library Building. In September 1953 the new Librarian, Miss Helen Brown, and the Superintendent of Buildings and Grounds, Mr. John Kreinheder, were asked to study freshly the desirability and practicality of an addition to the library building. Their report was submitted to the Faculty Library Building Committee and was studied carefully to ensure meeting the program which the faculty considered

necessary for the type of instruction which Wellesley offers. Detailed studies of cost proved that at least \$750,000 would be saved if, instead of constructing a new building, an addition were made to the old library in such a way that every need would be met as fully as in a new building. Thereupon a substantial majority in the faculty, including many who would have preferred a new building had cost not been a factor, supported the plan for the addition. The trustees voted for it unanimously, on the grounds that while essential aids to education must be provided, economy in the plant should be practiced in order to safeguard continuing advance in salary scales.

While the foregoing studies were in process, Mr. David Mahood and his sister, Mrs. Helen M. Petit, decided to establish a lasting memorial to Mrs. Petit's daughter, Helen Ritchie Petit, 1928. They became interested in the library and in the spring of 1954 made a gift and pledge of \$500,000 toward the addition. This generous, timely action provided immediate impetus. The Development Fund Committee and the trustee Committee on Endowment pledged assistance in raising the necessary funds. Under Mrs. Richard O. Loengard, Vice Chairman of the Development Fund Committee, and Mrs. W. Henry France, former member of the Development Fund Committee, serving respectively as Chairman and Vice Chairman of the Library Special Gifts Committee, alumnae and friends were invited to help, without resorting to an every-member drive. Clubs held special benefits, hundreds of individuals made special gifts, and by the spring of 1956 the necessary funds were in hand. Once again the alumnae and Wellesley's friends met Wellesley's need.

The firm of Shepley Bulfinch Richardson and Abbott, which had designed the original building, prepared the plans; construction was begun; and on May 3, 1956 the cornerstone was laid. For her unflinching attention to every detail throughout this period and for her calm in the tempest of construction, Miss Brown deserves special thanks. The addition and remodeling, scheduled for completion in 1957, will double the size of the building and will permit housing 400,000 volumes within easy access of 850 readers.

The Jewett Arts Center. In 1954 the George Frederick Jewett family offered to give Wellesley an Art Building to be known as the Mary Cooper Jewett Art Building. Mr. Jewett, long interested in Wellesley through his mother, wife, and daughter, all alumnae, and Mrs. Jewett, a trustee of the College, knew intimately Wellesley's character and needs. They supported the decision to add economically to the library building and to emphasize steadily as "everybody's business" the necessity of improving salary scales, and they realized that without

very special help essential improvement in art facilities could not be accomplished. Later, inspired by the interrelationships possible among the arts and by the importance to America of educated leadership in community cultural life, they added to their already superb gift the Margaret Weyerhaeuser Music and Drama Building.

Planning the Jewett Arts Center has been a cooperative endeavor. Though many of the individuals concerned personally felt more at ease with a traditional architecture, everyone agreed that an Arts Center, at Wellesley, where young students would develop perceptive appreciation of the past and understanding competence to help build the future, should reflect in its design the contemporary world related to its heritage. With this in mind, a trustee-faculty committee recommended as architect Paul Rudolph and Lawrence Anderson as associate architect, studied the entire campus for possible locations, rejected a remote site and the dichotomous concept of an "old" and "new" campus, and finally chose Norumbega Hill as central. Centrality was important in practical, daily terms and as symbol of the role of the arts, equally with the humanities and the sciences, in civilization. Placing a contemporary building next to Tudor Gothic buildings, controversial though it will be, will, if successful, suggest timeless unity in man's search for expression.

Plans are still in progress. On June 9, 1956 ground was broken symbolically, and the Center is scheduled for completion in 1958. The faculty concerned have given untold hours to ensure buildings which will meet their necessities and provide flexibility for the needs of their successors. Mr. Alexander Forbes, Chairman of the trustee Buildings and Grounds Committee, has steered between successive problems to constant progress. Mr. and Mrs. Jewett have encouraged, supported, made invaluable suggestions, and have never failed to make clear that they want what the College wants. Rarely does an institution have benefactors who can do so much and who give of themselves with their money, with modesty, and without dictation.

Maintaining and improving the plant. In this three-year period a primary goal has been to care for exteriors through repointing and painting. Another significant step was taken through Mr. Kreinheder's success in correcting the major cause of the leaks in Sage Hall, a concern for the last twenty years. The next achievement was the complete modernization of the kitchens to ensure good meals and healthy conditions. Interior painting and redecorating, in the charge of the trustee Decorating Committee consisting of Mrs. Theodore C. Haffenreffer, Chairman, Mrs. Frank G. Allen, and Mrs. Charles D. Post, has refurbished Beebe, Pomeroy, Shafer, and Cazenove Halls.

Finally, extensive changes in the Power House are being made to ensure a supply of heat for the coming buildings.

In 1955-1956 plans were completed for two major reallocations of space. One, developed cooperatively by administrative officers, provides adequate space in Green Hall for the Deans' Office and for the expanding work of the Admission Office. The other, planned by a faculty committee and Mr. Kreinheder, provides good facilities for Geography and Geology in Sage Hall which had housed only Botany and Zoology. This frees the old Geology Building for temporary use as a student activities center.

The future. Once the buildings in process are completed, costly academic building needs seem minimal for the next period. Residence halls are also adequate for the moment, though mounting costs of upkeep on Navy House suggest that its continued use will be uneconomical within a few years. A third dormitory to replace Navy and Homestead should be constructed as soon as the dormitory loan is sufficiently reduced. Thanks to gifts of alumnae and economies in operations, the original loan of \$1,740,000 in 1952 is being reduced to \$928,000 in 1956.

During the next year the future of the Geology Building and of Music and Billings Halls should be determined. One of them might be renovated carefully for permanent use by student organizations and perhaps for additional recreational facilities, or it might be renovated on an inexpensive temporary basis if a new building in the future designed for these purposes is contemplated. But buildings not essential to the ongoing life of the College should be razed in spite of our attachment to them. The very desirable additions to the plant of the larger library and the Jewett Arts Center will add to annual operating costs. If Wellesley is to keep free its resources for education and the appropriate adjuncts to education, it must avoid maintaining unnecessary buildings.

A complete review leading to the development of a long-term plan for faculty housing, faculty club facilities, and a center for returning alumnae and visitors has long been desirable. It is hoped that it will be undertaken now that the academic plant is being cared for. A residential college loses its meaning if young and mature scholars cannot easily mingle and share some interests. To maintain the character of Wellesley, more members of the faculty, married and single, should be able to live on or near the campus. The town of Wellesley has little open land, and building and rental costs in the town are high. Moreover, dormitory life and non-housekeeping suites in a faculty center are no longer attractive to most of the faculty. So the College

should try to provide more rental houses and apartments, or assistance to members of the faculty who wish to build their own homes.

A gift of \$200,000 would institute such a housing program. It would provide, at relatively little cost, not only inducement to stay at Wellesley in the competitive years ahead, but easier and more constructive faculty-student relations in a college which believes that education rests on conversations between youth and maturity. Help to finance faculty-owned homes, combined with low-cost rental housing for young faculty families and rental apartments for single members, would meet a serious need.

Also desirable, though not so constantly needed, are expanded or new facilities for visitors and returning alumnae, for a faculty club, and for students wishing to entertain parents and friends. No one of these interrelated needs should be solved without regard to the others. Horton House, which has not been fully used for several years, might be developed either as a college inn or converted into apartments comparable to the very successful ones in Hallowell and Shepard Houses. Any action there would be premature, however, prior to careful study of how all the needs can be met as funds become available.

*The Alumnae, Friends of Wellesley, and the
Wellesley Development Fund*

Between 1953 and 1956 \$6,214,005 was given or bequeathed to Wellesley, a sum unparalleled in any three years of its history. Of the total amount \$1,917,125 (30.8%) was designated for the plant, primarily for the Jewett Arts Center and for the Library Building; \$1,101,260 (17.7%) was designated for salaries, though of this sum only one-fourth, or 4.6% of the total Fund, came from alumnae; \$956,227 (15.3%) was for scholarships; \$986,430 (15.8%) was unrestricted as to purpose. The remainder was given for a wide variety of useful specific purposes.

These are large figures. But they must be read with caution lest they suggest that gifts and bequests to Wellesley are not important unless they are large. Nothing could be farther from the truth.

A few large gifts or bequests each year have made substantial contributions to Wellesley's programs, and they can be noted below. Yet in the past three years, exactly as across the decades, the College has grown strong from the total of all the gifts and all the bequests. It took thousands of people, each helping in the degree of his or her interest and ability, to produce the statistical results summarized above and to produce the programs and attitudes described throughout this

report. In 1953-1954 there were 10,425 alumnae donors and 417 non-alumnae donors; in 1954-1955, 11,009 alumnae and 634 non-alumnae donors; and in 1955-1956, 11,339 alumnae and 1,393 non-alumnae donors. To every one of them Wellesley owes thanks for the larger opportunity which they have given to the College to serve in the education of women.

The gifts and bequests which were unrestricted as to use, amounting to \$986,430 in the three years, gave the trustees the means to do the following: \$174,000 was used to reduce the debt on the dormitories; \$407,610 was used to help pay for the library addition and remodeling, and \$278,196 was placed in funds to advance faculty salaries, a need which the trustees foresee as primary in the years ahead. Also, in accordance with the agreement of the College and the Alumnae Association in 1950 when the Development Fund was instituted as a combined College-Alumnae venture, the expenses of the Association for the *Magazine*, meetings, reunion, etc., were paid from gifts to the College, just as in an earlier period they had been paid from the then existing Alumnae Fund.

Among the very large gifts, those of the Ford Foundation for salaries, the George Frederick Jewett family for the Arts Center, and Mr. Mahood and Mrs. Petit for the library building have been mentioned elsewhere in this *Report*, as has the bequest of Mrs. Lamont for salaries. The College is grateful also to the James Foundation for \$50,000, to the Kresge Foundation for \$25,000, and to Mr. Henry R. Luce, brother and uncle of alumnae, for \$50,000, all for the library building, and to the Lillia Babbitt Hyde Foundation for \$30,000 for a scholarship fund.

Bequests account for all other funds of \$25,000 or more received in this period. Four were for scholarships: from Miss Grace E. Jackson, 1891, \$111,623; Mrs. Chester C. Tripp (Madeline Hanson, 1907), \$26,000; Miss Gertrude E. Underhill, 1898, \$25,000; Miss Mary Ruth Wilson, 1910, \$788,551, half of which is now available for immediate use. Miss Wilson's designation of her bequest to Wellesley ". . . for scholarship purposes until its scholarship program shall have been fully endowed by other means" safeguards the sure usefulness of the fund throughout the future. Miss Sarah E. Whitin left \$76,744 for the Whitin Observatory, and Miss Belle Sherwin left \$50,000 for faculty salaries by adding to a professorship which she had established earlier.

Six large bequests were unrestricted as to use. Two of them were established by the trustees as Faculty Salary Advancement Funds: from Miss Helen Sard Hughes, Professor Emeritus of English Litera-

ture, \$69,232; from Mrs. George W. Wyatt, in memory of her daughter, Marjorie E. Wyatt, 1911, \$137,094. The others were established by the trustees without limitation on use, as a safeguard to flexibility: from Miss Helen D. Harbison, 1917, \$25,000; from Mrs. Edward Hobart (Mabel H. Kimball, 1901), \$287,186; from Miss Edna H. Love, 1919, \$55,482; from Miss Helen P. Margesson, 1896, \$139,762. For these very large bequests and equally for the many other bequests, too many to list in this *Report* but which stand permanently and importantly in the records of the College, Wellesley is forever grateful.

During this three year period the National Development Fund Committee included Mrs. John B. Dempsey 1953-1956, Chairman; Mrs. Ralph C. Brown 1953-1954, Mrs. John R. Decker 1953-1955, Mrs. Richard O. Loengard 1953-1956, Mrs. Lawrence J. Henderson 1953-1957, Mrs. John McW. Reed 1954-1957, and Mrs. Paul Hoffman 1955-1958. Members from the College included the President, the Vice President, the Director of the Development Fund, Miss Elinor Anderson who provided central direction with skill and sound judgment, and the Director of Publicity, Miss Jean Glasscock who contributed imagination and a sense of responsibility to each discussion and program. In 1953-1954 Miss Margery Foster as Administrative Representative shared in the work of the Committee; then in 1955, after nine years of important service to Wellesley, she resigned to study for the Ph.D. degree. In 1955 Miss Virginia Sides joined Wellesley and the Committee as Assistant to the President, with special responsibility, already admirably undertaken in work for the library, in connection with friends of the College.

Fortunately, under Mrs. Dempsey the emphasis on unrestricted giving was maintained. Given the usual number of special developments in this period, it would have been easy to lose sight of the fact that freedom for Wellesley to act freely, won through gifts given freely, will in the long run most surely preserve its usefulness. The College is grateful to the members of the Committee and to the alumnae all over the country who upheld this concept and contributed their service as Regional and District Chairmen.

With equal reason the College is grateful to the alumnae who have supported it through service on the Alumnae Board, in clubs, and as class officers, forwarding the interests of the College through their acquaintanceship work, their fund work, their activities with students and young alumnae who move to their cities. Wellesley is grateful, too, for all alumnae whose use of their lives reaffirms the values of their education.

PRESIDENT'S REPORT

Changes in Personnel

In the past three years the Board of Trustees has lost five members and gained five members. In 1954 the resignation of President John Dickey of Dartmouth College, after almost seven years on the Board, was accepted with regret. Later in 1954 Mrs. Lee B. Morey (Elizabeth King, 1919), an alumnae trustee, completed a distinguished term as interpreter of the College to the alumnae and as an informed, influential member of the Board. In the fall of 1954 the Reverend John C. Schroeder, Master of Calhoun College at Yale University and a trustee of Wellesley for eight and one-half years, died. His loss is deeply felt, for he served Wellesley as he did his own university, with wise and humanitarian counsel. In 1956 Mrs. J. Lewis Thompson, Jr. (Chaille Cage, 1925) completed the stated term as alumnae trustee, having given freely and helpfully of her time by representing the College in Texas and the South. Also in 1956 Mr. Harvey Bundy retired after eighteen years, during which time he served with humor and clarity of vision on the Executive Committee, the Finance Committee, the Pension and Insurance Board, the New Members Committee, and in the last two years as vice chairman of the Board.

As much as one regrets expirations of terms, it is easy to welcome new members like Mrs. John M. Kohler (Julilly House, 1930), Mrs. Nelson A. Rockefeller, and Mr. Robert G. Stone who joined the Board in 1954; and, in June 1956, Mrs. E. Myles Standish (Hilda Crosby, 1924) and Dr. Myles P. Baker. Already Mrs. Kohler has made special contribution through her visits to alumnae clubs, Mrs. Rockefeller through her work on the Buildings and Grounds Committee, and Mr. Stone on the Finance and Executive Committees. Wellesley continues fortunate in its Board of Trustees.

In 1954 five members of the faculty retired: Edward E. Curtis, Professor of History, after thirty-eight years of service; Lucy Wilson, Professor of Physics and Dean of Students, after thirty-seven years; Ruth Elliott, Professor of Hygiene and Physical Education, after twenty-seven years; Emma M. Denkinger, Associate Professor of English, after twenty-five years; Anita Oyarzabal, Associate Professor of Spanish, after twenty-five years. In 1955 there were three retirements from the faculty: Helen H. Law, Professor of Greek, after twenty-eight years; Edna Heidbreder, Professor of Psychology, after twenty-one years; Cecile de Banke, Associate Professor of Speech, after twenty-three years. Five more retirements came in 1956: Judith B. Williams, Professor of History, after forty years at Wellesley; Ada May Coe, Professor of Spanish, after thirty-eight years; Angeline

La Piana, Professor of Italian, after twenty-eight years; Evelyn K. Wells, Professor of English, after twenty years; and Ada R. Hall, Associate Professor of Physiology, after twenty-six years. In the same period four heads of house retired: in 1954 Miss Agnes Roche and Mrs. William C. Stobaeus; in 1955 Mrs. Ralph M. Carter and Mrs. Frederick A. Myers.

There is not space in this *Report* to review the special contributions of each of the foregoing members, though the indebtedness of the College to them is deeply felt. The retirement of Wellesley's first dean of students should be noted specially, however, because for fifteen years Miss Wilson, as Dean of Students, made real to many students the meaning of integrity, humor, tolerance, and idealism, and was an unfailing source of sturdy wisdom to two presidents of Wellesley and to her other colleagues.

New appointments are listed in the appendices, but two changes in position of continuing members of the faculty should be recorded here. In 1954 Miss Ella Keats Whiting, Professor of English and since 1939 Dean of Instruction, on whose judgment and steadfastness the President and the entire community rely, became Dean and second executive officer of the College. In the same year Miss Teresa Frisch, Associate Professor of Art and Dean of the Class of 1955, became Dean of Students. Already her intuitive powers, her compassion, and her love of learning are felt throughout the campus.

In summary, the past three years have been ones of change and of progress growing out of and developing in accordance with the long-term purposes of the College. An excellent faculty and student body, an alumnae body interested in its college, and generous benefactors can accomplish much when, as at Wellesley, there is cooperation and good-will, and a willing spirit.

Respectfully submitted,

MARGARET CLAPP

President

CHANGES IN THE ACADEMIC STAFF

for 1953-1954

Changes in Rank

- Charles W. Kerby-Miller, Ph.D., from Associate Professor of English to Professor
- Henry F. Schwarz, Ph.D., from Associate Professor of History to Professor
- Evelyn K. Wells, M.A., from Associate Professor of English to Professor
- Teresa G. Frisch, Ph.D., from Assistant Professor of Art to Associate Professor
- Germaine Lafeuille, Ph.D., from Assistant Professor of French to Associate Professor
- M. Lucetta Mowry, Ph.D., from Assistant Professor of Biblical History to Associate Professor
- Beverly J. Layman, Ph.D., from Instructor in English to Assistant Professor
- Theodor M. Mauch, S.T.M., from Instructor in Biblical History to Assistant Professor
- Irene R. Pierce, Ph.D., from Instructor in Psychology to Assistant Professor
- Nathaniel W. Roe, Ph.D., from Instructor in Philosophy to Assistant Professor
- Harriette Stripling, Dr. de l'Université, from Instructor in French to Assistant Professor
- Eleanor R. Webster, Ph.D., from Instructor in Chemistry to Assistant Professor

Leaves

Sabbatical leaves:

- Mary L. Coolidge, Ph.D., Professor of Philosophy
- Ruth Elliott, Ph.D., Professor of Hygiene and Physical Education
- Bernard C. Heyl, M.F.A., Professor of Art, second semester
- Howard Hinners, B.A., Professor of Music, second semester
- John McAndrew, M.Arch., Professor of Art, first semester
- Judith B. Williams, Ph.D., Professor of History, second semester
- Herbert M. Gale, Ph.D., Associate Professor of Biblical History
- Magdalene Schindelin, Ph.D., Associate Professor of German, second semester
- Katharine F. Wells, Associate Professor of Hygiene and Physical Education
- Louise P. Wilson, Ph.D., Associate Professor of Zoology
- Delaphine R. Wyckoff, Ph.D., Associate Professor of Botany, second semester

Leaves of absence:

- Walter E. Houghton, Ph.D., Professor of English
- Sydney J. Freedberg, Ph.D., Associate Professor of Art, first semester
- Elizabeth H. Frisch, Assistant Professor of Art
- Janet B. Guernsey, M.A., Assistant Professor of Physics
- Diether Thimme, Assistant Professor of Art, second semester

New Appointments

L. Elizabeth Buckmaster, M.A., Associate Professor of Speech
 Allan W. Eister, Ph.D., Associate Professor of Sociology
 Ralph W. Greenlaw, Jr., Ph.D., Assistant Professor of History
 Louis J. Hudon, Ph.D., Assistant Professor of French
 Pauline M. Austin, Ph.D., Lecturer in Physics
 Mary F. Keeler, Ph.D., Lecturer in History
 Leland H. Procter, Mus.M., Part-time Lecturer in Music, second semester
 Mary E. Ulich, Ed.D., Part-time Lecturer in Education
 Julia M. Brown, M.Ed., Instructor in Hygiene and Physical Education
 Denise M. Close, Lic. Libre, Instructor in French
 Janine R. Courtillon, Dipl. E.S., Instructor in French
 Phyllis J. Fleming, M.S., Instructor in Physics
 Carlo R. Francois, Ph.D., Instructor in French
 William A. Herrmann, Jr., M.A., Instructor in Music and Director of the
 Choir
 James Kerans, M.A., Instructor in English
 Elizabeth A. Larson, B.A., Instructor in English
 Margaret A. P. Montgomery, B.P.H.E., Instructor in Hygiene and Physical
 Education
 Shirley J. Nice, M.S., Instructor in Botany
 Frances A. Penny, M.A., Instructor in Chemistry
 Benjamin A. Reist, B.D., Instructor in Biblical History
 Jeanne E. Snodgrass, M.A., Instructor in Hygiene and Physical Education
 Gwen M. Stose, M.S., Instructor in Hygiene and Physical Education
 Burton H. Throckmorton, Jr., B.D., Instructor in Biblical History
 Catherine F. Walker, M.S., Instructor in Hygiene and Physical Education
 Claire Zimmerman, B.A., Instructor in Psychology
 Richard Boyce, Part-time Instructor in Art
 Janet Cox, M.A., Part-time Instructor in Art, second semester
 Marilyn L. Lyon, B.A., Part-time Instructor in Art
 James Pappoutsakis, Part-time Instructor in Flute
 Marilyn Purnell, M.A., Part-time Instructor in Music
 Curtis H. Shell, M.A., Part-time Instructor in Art
 Ellen P. Wiese, M.A., Part-time Instructor in Art, second semester

Professorial Retirements, Resignations, and Expirations

Edward E. Curtis, Ph.D., Professor of History (retired)
 Ruth Elliott, Ph.D., Professor of Hygiene and Physical Education (retired)
 Edith C. Johnson, Ph.D., Professor of English (deceased)
 Lucy Wilson, Ph.D., Professor of Physics and Dean of Students (retired)
 Emma M. Denkinger, Ph.D., Associate Professor of English (retired)
 Sydney J. Freedberg, Ph.D., Associate Professor of Art
 Anita Oyarzabal, M.A., Associate Professor of Spanish (retired)
 Roberta M. Grahame, Ph.D., Assistant Professor of English
 Joseph T. Lambie, Ph.D., Assistant Professor of Economics
 Phyllida M. Willis, Ph.D., Assistant Professor of Chemistry

CHANGES IN THE ACADEMIC STAFF

for 1954-1955

Changes in Rank

Thelma G. Alper, Ph.D., from Associate Professor of Psychology to Professor

Dorothy Heyworth, Ph.D., from Associate Professor of Physics to Professor

Louise P. Wilson, Ph.D., from Associate Professor of Zoology to Professor

Pierre Deguise, Agrégé des Lettres, from Assistant Professor of French to Associate Professor

Sarah J. Hill, Ph.D., from Assistant Professor of Astronomy to Associate Professor

Louis J. Hudon, Ph.D., from Assistant Professor of French to Associate Professor

Leaves

Sabbatical leaves:

Jorge Guillen, Dr. en Letras, Professor of Spanish, second semester

Charles W. Kerby-Miller, Ph.D., Professor of English

Louise Overacker, Ph.D., Professor of Political Science

E. Faye Wilson, Ph.D., Professor of History, second semester

Richard V. Clemence, Ph.D., Associate Professor of Economics, second semester

Ferdinand J. Denbeaux, S.T.M., Associate Professor of Biblical History, second semester

Elizabeth Eiselen, Ph.D., Associate Professor of Geography, second semester

Alona E. Evans, Ph.D., Associate Professor of Political Science

Waclaw Jedrzejewicz, Associate Professor of Russian, first semester

Jan La Rue, Ph.D., Associate Professor of Music

Edith B. Mallory, Ph.D., Associate Professor of Psychology

Margaret K. Seikel, Ph.D., Associate Professor of Chemistry

Bartlett H. Stoodley, Ph.D., Associate Professor of Sociology

Leaves of absence:

Katharine F. Wells, Ph.D., Associate Professor of Physical Education

Grazia Avitabile, Ph.D., Assistant Professor of Italian

Mary Ellen Goodman, Ph.D., Assistant Professor of Sociology

Janet B. Guernsey, M.A., Assistant Professor of Physics, first semester

New Appointments

Donald C. Blaisdell, Ph.D., Mary Whiton Calkins Professor of Political Science

Chester W. Williams, M.A., Part-time Director of Orchestra and Chamber Music

Louise C. Keller, Ed.M., Lecturer in Education and Director of Page Memorial School

Ruth W. Kennedy, B.A., Visiting Lecturer in Art

Elisabeth Stenbock-Fermor, M.A., Lecturer in Russian, first semester

Erwin Bodky, M.A., Part-time Lecturer in Music, second semester

Anne P. Carter, Ph.D., Part-time Lecturer in Economics, second semester

Philip Booth, M.A., Instructor in English
 Nancy Green, M.A., Instructor in Chemistry
 Janet W. James, Ph.D., Instructor in History
 Barbara Kiefer, M.A., Instructor in English
 Mary Jane Latsis, M.P.A., Instructor in Economics
 Osmonde Limousin, Dipl.E.S., Instructor in French
 Dorothy M. Mulberry, M.A., Instructor in Spanish
 Cheryl J. Petersen, B.A., Instructor in Political Science
 Thérèse M. Picavet, M.A., Instructor in French
 Richard H. Robbins, M.A., Instructor in Sociology
 Elaine C. Ryan, M.A., Instructor in English
 Elizabeth R. Simons, Ph.D., Instructor in Chemistry
 John G. Stoessinger, Ph.D., Instructor in Political Science
 James H. Stubblebine, M.A., Instructor in Art
 Dorothy E. Treharne, B.S., Instructor in Physical Education
 Elizabeth A. Bockelman, M.S., Part-time Instructor in Mathematics
 Margaret Clark, Part-time Instructor in Violin and Viola
 Doris C. Gilbert, Ph.D., Part-time Instructor in Psychology
 George K. Lewis, M.A., Part-time Instructor in Geography, second semester
 Ruth B. Norr, M.A., Part-time Instructor in Economics, second semester
 Dorothy W. Pelzer, M.Arch., Part-time Instructor in Art
 Barbee-Sue Rodman, M.A., Part-time Instructor in History
 Lydia I. Solimene, M.A., Part-time Instructor in Italian
 Lois C. Swirnoff, B.F.A., Part-time Instructor in Art

Professorial Retirements, Resignations, and Expirations

Donald C. Blaisdell, Ph.D., Mary Whiton Calkins Visiting Professor of Political Science
 Edna Heidbreder, Ph.D., Professor of Psychology (retired)
 Helen H. Law, Ph.D., Professor of Greek (retired)
 L. Elizabeth Buckmaster, M.A., Associate Professor of Speech
 Cécile de Banke, Associate Professor of Speech (retired)
 Seymour Betsky, Ph.D., Assistant Professor of English
 Mary D. Curran, Ph.D., Assistant Professor of English
 Mary E. Goodman, Ph.D., Assistant Professor of Sociology
 Marion H. Hamilton, Ph.D., Assistant Professor of English
 Ralph Spielman, Ph.D., Assistant Professor of Sociology
 Harriette Stripling, Ph.D., Assistant Professor of French (deceased)
 Emily T. Wolff, Ph.D., Assistant Professor of Botany

for 1955-1956

Changes in Rank

Grazia Avitabile, Ph.D., from Assistant Professor of Italian to Associate Professor
 Helen S. Corsa, Ph.D., from Assistant Professor of English to Associate Professor
 Rhoda Garrison, Ph.D., from Assistant Professor of Botany to Associate Professor

Janet B. Guernsey, Ph.D., from Assistant Professor of Physics to Associate Professor
 Edward V. Gulick, Ph.D., from Assistant Professor of History to Associate Professor
 Virginia F. Prettyman, Ph.D., from Assistant Professor of English to Associate Professor
 Diether Thimme, from Assistant Professor of Art to Associate Professor
 Alice B. Colburn, M.A., from Instructor in History to Assistant Professor
 David R. Ferry, Ph.D., from Instructor in English to Assistant Professor
 Phyllis J. Fleming, Ph.D., from Instructor in Physics to Assistant Professor
 Carlo R. François, Ph.D., from Instructor in French to Assistant Professor
 Mary E. Ulich, Ed.D., from Lecturer in Education to Assistant Professor
 Jack R. Villmow, Ph.D., from Instructor in Geography to Assistant Professor
 Claire Zimmerman, Ph.D., from Instructor in Psychology to Assistant Professor

Leaves

Sabbatical leaves:

Jorge Guillen, Dr. en Letras, Professor of Spanish, first semester
 Leland H. Jenks, Ph.D., Professor of Sociology
 E. Elizabeth Jones, Ph.D., Professor of Zoology
 Angeline La Piana, Dr. in Lett., Professor of Italian, second semester
 Dorothy M. Robathan, Ph.D., Professor of Latin
 Edward V. Gulick, Ph.D., Associate Professor of History
 M. Lucetta Mowry, Ph.D., Associate Professor of Biblical History
 Owen S. Stratton, Ph.D., Associate Professor of Political Science
 Katherine Lever, Ph.D., Assistant Professor of English, second semester

Leaves of absence:

Philippa G. Gilchrist, Ph.D., Associate Professor of Chemistry
 Ada R. Hall, Ph.D., Associate Professor of Physiology
 Jan La Rue, Ph.D., Associate Professor of Music
 M. Ruth Michael, Ph.D., Associate Professor of English
 Katharine F. Wells, Ph.D., Associate Professor of Physical Education

New Appointments

Dwight E. Lee, Part-time Visiting Professor of History
 Concha Bretón, Doctora en Letras, Associate Professor of Spanish
 Richard P. Wilbur, M.A., Associate Professor of English
 William B. Coate, Ph.D., Assistant Professor of Psychology
 Paul R. Barstow, M.F.A., Lecturer in Speech and Director of the Theater
 Marguerite M. Iknayan, M.A., Lecturer in French
 Marguerite C. Hearsey, Ph.D., Part-time Lecturer in Education, second semester
 E. Dorrit Hoffleit, Ph.D., Part-time Lecturer in Astronomy
 Rosa Kubin, Ph.D., Part-time Lecturer in Chemistry
 Rachel MacKenzie, M.A., Part-time Lecturer in English
 Juliette B. Blessing, Dipl. E.S., Instructor in French
 Alice L. Bull, Ph.D., Instructor in Zoology
 Dabney W. Caldwell, M.A., Instructor in Geology

Elizabeth Dendy, Instructor in Physical Education
 Ruth Deutsch, M.A., Instructor in German
 Margaret T. Duesenberry, M.A., Director of the Orchestra and Instructor
 in Violin
 Gabriel Jackson, Docteur de l'Université, Instructor in History
 Alice E. Johnson, M.A., Instructor in English
 Gloria S. Livermore, M.A., Instructor in Greek and Latin
 Herbertha M. Lundegren, M.Ed., Instructor in Physical Education
 Isabel S. Macquarrie, M.A., Instructor in Mathematics
 Wilhelmina D. McFee, M.S., Instructor in Physical Education
 Gretchen Paulus, M.A., Instructor in English
 Emanuel D. Rudolph, Ph.D., Instructor in Botany
 Gwendolyn T. Schwabe, M.A., Instructor in Speech
 Curtis H. Shell, M.A., Instructor in Art
 Betty M. Silvestro, M.A., Instructor in History
 Hilda W. Sokol, M.A., Instructor in Zoology
 Leila A. Sussmann, M.A., Instructor in Sociology
 Kathryn L. C. Turner, M.A., Instructor in History
 Pamela N. Wrinch, Ph.D., Instructor in Political Science
 Eunice Alberts, Part-time Instructor in Voice
 George F. Conley, Jr., B.Arch., Part-time Instructor in Art
 Catherine S. Hamilton, Ph.D., Part-time Instructor in Education
 Lawrence H. Moe, M.A., Part-time Instructor in Music
 Sandra P. Rosenblum, M.A., Part-time Instructor in Music, first semester

Professorial Retirements, Resignations, and Expirations

Ada M. Coe, M.A., Professor of Spanish (retired)
 Angeline La Piana, Dr. in Lett., Professor of Italian (retired)
 Dwight L. Lee, Ph.D., Visiting Professor of History
 Evelyn K. Wells, M.A., Professor of English (retired)
 Judith B. Williams, Ph.D., Professor of History (retired)
 Ada R. Hall, Ph.D., Associate Professor of Physiology (retired)
 Virginia M. Fiske, Ph.D., Assistant Professor of Zoology
 Theodor M. Mauch, S.T.M., Assistant Professor of Biblical History
 Jack R. Villmow, Ph.D., Assistant Professor of Geography

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JULY 1953 TO JULY 1954

HENRY W. ALLEN, M.A., Instructor in Geology

"Progress Report of Limestone Survey, Knox County," *Report of the State Geologist 1951-52, Maine Geological Survey*, Maine Development Commission, Augusta, Dec. 1953.

DAVID BARNETT, B.A., Instructor in Piano

"On Musical Plans for Tomorrow," *Educational Music Magazine*, March-April 1954.

CAROLYN S. BELL, Ph.D., Assistant Professor of Economics

"Wellesley Alumnae in the Wide, Wide World," *Wellesley Alumnae Magazine*, Jan. 1954. "Consumption and Innovation," *Those Having Torches, Economic Essays in Honor of Alzada Comstock*, May 1954.

SYLVIA L. BERKMAN, Ph.D., Lecturer in English

"Blackberry Winter," *Harper's Bazaar*, July 1953. "Primavera," *Ibid.*, April 1954. Reviews in *New York Herald Tribune*, *New York Times Book Review*.

SEYMOUR BETSKY, Ph.D., Assistant Professor of English

Essay on D. H. Lawrence's *Sons and Lovers*, *The Achievement of D.H. Lawrence*, (editors: F. J. Hoffman and H. T. Moore), Oklahoma University Press, 1953.

JULIA M. BROWN, M.Ed., Instructor in Physical Education

"Games—Timeless and Ageless," *N.S.G.W.S. Recreational Sports Guide*, 1953-55.

HARRY M. BUCK, B.D., Instructor in Biblical History

"The Bible Lover's Bookshelf—a Survey of Bible Translation in English Since 1900," *Telescope-Messenger*, July 11, 1953. Reviews in *Ibid.*

L. ELIZABETH BUCKMASTER, M.A., Associate Professor of Speech

"Laboratory Theater," *College and University Business*, April 1954.

RICHARD V. CLEMENCE, Ph.D., Associate Professor of Economics

"Books About Capitalism," *Harvard Business Review*, Nov.-Dec. 1953. *Economic Change in America* (edited with J. T. Lambie), Stackpole Company, 1954.

MARY D. CURRAN, Ph.D., Assistant Professor of English

"False Impressions and Others," *Atlantic Monthly*, July 1953.

CÉCILE DE BANKE, Associate Professor of Speech

A Manual for the Scholar-Player, Hutchinson, London, 1954.

FERDINAND J. DENBEAUX, S.T.M., Associate Professor of Biblical History

Review in *Theology Today*, Jan. 1954.

ESTHER P. EDWARDS, M.A., Lecturer in Education

Articles in *Manual of Practices and Procedures*, New York Migrant Child Care Program, 1954.

- ELIZABETH EISELEN, Ph.D., Associate Professor of Geology and Geography
Review in *Journal of Geography*, Jan. 1954.
- ALONA E. EVANS, Ph.D., Associate Professor of Political Science
"Self-Executing Treaties in the United States of America," *The British Year Book of International Law*, 1953. Notes on 8 cases in *Annual Digest and Reports of Public International Law Cases*, 1948, Dec. 1953.
- JACQUELINE P. EVANS, Ph.D., Instructor in Mathematics
"On approximation by bounded analytic functions" (with J. L. Walsh), *Arkiv der Matematik*, 1954. "Note on the distribution of zeros of extremal polynomials" (with J. L. Walsh), *Proceedings of the National Academy of Sciences*, May 1954.
- SYDNEY J. FREEDBERG, Ph.D., Associate Professor of Art
"The Christmas Story in Art," *Family Circle Magazine*, Dec. 1953.
- RENÉ M. GALAND, Ph.D., Assistant Professor of French
"La genèse du thème celtique chez Renan," *Nouvelle Revue de Bretagne*, May-June 1953. "French Literature in 1953," *Collier's Yearbook*, 1954.
- HERBERT M. GALE, Ph.D., Associate Professor of Biblical History
A Study of the Old Testament, revised edition, 1953.
- JANET B. GUERNSEY, M.A., Assistant Professor of Physics
"Total Neutron Cross Section of Liquid Argon" (with C. Goodman), *The Physical Review*, Oct. 1953.
- JORGE GUILLÉN, Dr. en Letras, Professor of Spanish
"Huerto de Melibea," *Inventario*, Instituto Editoriale Italiano, Jan.-Sept. 1953. Poems in *Health Anthology of Spanish Poetry*, (J. H. Perry, ed.), 1953. "Poesía de Pedro Salinas," *Buenos Aires literaria*, Oct. 1953. Edition of *Pedro Salinas, Poemas excogidos*, Argentina, 1954. "Federico en persona," prologo de las *Obras completas* de Federico García Lorca, Aguilar, Madrid, 1954. "Veinte años después," *Indice de artes y letras*, Madrid, March 1954. ". . . Y otros poemas," *Insula*, Madrid, April 1954.
- MARION H. HAMILTON, Ph.D., Assistant Professor of English
"The Manuscripts of Dryden's *State of Innocence*," *Studies in Bibliography*, vol. VI. University of Virginia, 1953-54.
- LOUIS J. HUDON, Ph.D., Assistant Professor of French
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- WACLAW JEDRZEJEWICZ, Associate Professor of Russian
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- LELAND H. JENKS, Ph.D., Professor of Sociology
Review in *Journal of Economic History*, vol. XLV. "Railroads as an Economic Force in American Development," reprinted in *Economic Change in America*, (editors: R. V. Clemence and J. T. Lambie), Stackpole Company, 1954.
- EDITH C. JOHNSON, Ph.D., Professor of English
Review in *Wellesley Alumnae Magazine*, Oct. 1953.
- CHARLES W. KERBY-MILLER, Ph.D., Professor of English
Review in *Philological Quarterly*, July 1953.
- ERNEST R. LACHEMAN, Ph.D., Associate Professor of Biblical History
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- GERMAINE LAFEUILLE, Ph.D., Associate Professor of French
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- JOSEPH T. LAMBIE, Ph.D., Assistant Professor of Economics
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- JAN LA RUE, Ph.D., Associate Professor of Music
"Analysis of Exotic Recordings," *American Anthropologist*, Feb. 1954.
- KATHERINE LEVER, Ph.D., Assistant Professor of English
Review in *Bryn Mawr Alumnae Bulletin*, Fall 1953. "The Motto of Phi Beta Kappa," *The Key Reporter*, Winter 1953. "Middle Comedy, Neither Old nor New but Contemporary," *The Classical Journal*, Jan. 1954.
- JOHN MCANDREW, M. Arch., Professor of Art
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- EDITH MELCHER, Ph.D., Professor of French
Contributor to *Bibliography of critical and biographical references for the study of contemporary French literature*, Nos. 5 and 6 (French VII, MLA), Stechert-Hafner, 1953.
- VIRGINIA R. MILLER, M.A., Assistant Professor of Speech
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- M. LUCETTA MOWRY, Ph.D., Associate Professor of Biblical History
"A Greek Inscription at Jathum in Transjordan," *Bulletin of the American Schools of Oriental Research*, Dec. 1953.

SHIRLEY J. NICE, M.S., Instructor in Botany

"Studies on Lysogenesis II—Effect of Temperature on the Lysogenization of *Shigella Dysenteriae* with Phage P1" (with G. Bertani), *Journal of Bacteriology*, Feb. 1954.

LOUISE OVERACKER, Ph.D., Professor of Political Science

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IRENE R. PIERCE, Ph.D., Assistant Professor of Psychology

Reviews in *Psychology Review*, 1953.

PATRICK F. QUINN, Ph.D., Assistant Professor of English

Reviews in *Hudson Review*, Spring 1954; *The Commonweal*.

PAMELA R. RENDEIRO, Ph.D., Instructor in Political Science

"A Legislative Attack on Educational Discrimination," *Journal of Negro Education*, Winter 1953.

DOROTHY M. ROBATHAN, Ph.D., Professor of Latin

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HILDA ROSENBLOOM, Ph.D., Assistant Professor of Economics

"State Aid to Veterans" (with Franklin Aaronson), *Social Security Bulletin*, Feb. 1954.

HELEN G. RUSSELL, Ph.D., Professor of Mathematics

Reviews in *Mathematics Magazine*, May-June 1953; *Scientific Monthly*, Feb. 1954.

MARGARET K. SEIKEL, Ph.D., Associate Professor of Chemistry

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CURTIS SHELL, M.A., Instructor in Art

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MARION E. STARK, Ph.D., Professor of Mathematics

Reviews in *Scripta Mathematica*, June-Sept. 1953; March-June 1954.

BARTLETT H. STOODLEY, Ph.D., Associate Professor of Sociology

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MARY E. ULICH, Ed.D., Lecturer in Education

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ELEANOR R. WEBSTER, Ph.D., Assistant Professor of Chemistry

Reviews in *Archives Internationales d'Histoire des Sciences*, vol. 22, 1953.

EVELYN K. WELLS, M.A., Professor of English

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- SYLVIA L. BERKMAN, Ph.D., Lecturer in English
 "Who Killed Cock Robin?," *Botteghe Oscure*, Spring 1955.
- PHILIP BOOTH, M.A., Instructor in English
 Poems in *The Atlantic Monthly*, *The Paris Review*, *New Mexico Quarterly*,
The New Republic, and *Discovery* #5.
- HARRY M. BUCK, Ph.D., Instructor in Biblical History
 Reviews in *Journal of Biblical Literature*, March 1955; *Journal of Bible
 and Religion*, Spring 1955.
- ROSE L. COSER, M.A., Instructor in Sociology
 Review in *American Journal of Sociology*, Jan. 1955.
- ESTHER EDWARDS, M.A., Lecturer in Education
 "Selecting a Good Primary School," *Wellesley Alumnae Magazine*, March
 1955.
- ALLAN W. EISTER, Ph.D., Associate Professor of Sociology
 "History of Small Group Analysis," *Abstracts of Papers Delivered at the
 49th Annual Meeting of the American Sociological Society, Urbana,
 Illinois, 1954.*
- DAVID R. FERRY, Ph.D., Instructor in English
 Poems in *The Kenyon Review*, Winter 1954; *i.e. (The Cambridge Re-
 view)*; and *Audience*.
- VIRGINIA M. FISKE, Ph.D., Assistant Professor of Zoology
 "The Effect of Age upon the Pattern of the Menstrual Cycle" (with Mary
 E. Collett and Grace E. Wertenberger), *Journal of Fertility and
 Sterility*, Sept.-Oct. 1954.
- PHYLLIS J. FLEMING, Ph.D., Instructor in Physics
 Abstract of thesis on *The Dependence of the Volume Flow of the Liquid
 Helium II Film on Film Length*, University of Wisconsin Press.
- CARLO R. FRANCOIS, Ph.D., Instructor in French
 "En relisant Horace," *French Review*, May 1955.
- RENÉ M. GALAND, Ph.D., Assistant Professor of French
 "French Literature in 1954," *Collier's Year Book*, 1955.
- RHODA GARRISON, Ph.D., Assistant Professor of Botany
 "Studies in the development of axillary buds," *American Journal of Botany*,
 1955.
- JANET B. GUERNSEY, Ph.D., Assistant Professor of Physics
 "Inelastic Neutron Scattering," *M.I.T. Laboratory for Nuclear Science
 Progress Report*, Feb. 1955.
- ELLEN S. HARING, M.A., Assistant Professor of Philosophy
 Review in *Journal of Philosophy*, March 1955.
- EDNA HEIDBREder, Ph.D., Professor of Psychology
 "Stimulus-discriminability and concept-attainment: a question arising from
 Baum's experiment," *Journal of Psychology*, vol. 39, 1955.

- BERNARD C. HEYL, P.F.A., Professor of Art
 "The Absolutism of F. R. Leavis," *Journal of Aesthetics and Art Criticism*, Dec. 1954. Review in *New Mexico Quarterly*, Winter 1955.
- PATRICIA HOCHSCHILD, M.A., Instructor in History
 "Identification and translation of a Letter of Guarino Guarini," *Journal of the Warburg-Courtauld Institutes*.
- WACLAW JEDRZEJEWICZ, Associate Professor of Russian
Polonia amerykanska w polityce polskiej, National Committee of Americans of Polish Descent, Nov. 1954. "Ad Astra per Aspera: Mickiewicz's *Ode to Youth*," *Alliance Journal*, 1955.
- E. ELIZABETH JONES, Ph.D., Professor of Zoology
 "Spontaneous Adrenal Medullary Tumors in Hybrid Mice" (with L. Jeanne Woodward), *Journal of the National Cancer Institute*, Dec. 1954.
- LUCY W. KILLOUGH, Ph.D., Professor of Economics
 Review in *American Economic Review*, March 1955.
- LOUISE KINGSLEY, Ph.D., Professor of Geology
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- ERNEST R. LACHEMAN, Ph.D., Associate Professor of Biblical History
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- GERMAINE LAFEUILLE, Ph.D., Associate Professor of French
 Consultant in French for the *Britannica World Language Dictionary*, Funk and Wagnalls, 1954.
- JOHN MCANDREW, M.Arch., Professor of Art
 "The Non-Imaginary Museum," *College Art Journal*, Winter 1955. Reviews in *New York Herald Tribune Book Review*, Dec. 5, 1954.
- BARBARA P. MCCARTHY, Ph.D., Professor of Greek
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- GLADYS K. MCCOSH, Ph.D., Professor of Zoology
 Review in *The Scientific Monthly*, April 1955.
- EDITH MELCHER, Ph.D., Professor of French
 Contributor to *Bibliography of critical and biographical references for the study of contemporary French literature*, No. 7 (French VII, MLA), Stechert-Hafner, 1955.
- M. LUCETTA MOWRY, Ph.D., Associate Professor of Biblical History
 "The Dead Sea Scrolls and the Background for the Gospel of John," *The Biblical Archaeologist*, Dec. 1954.
- M. ELEANOR PRENTISS, M.A., Associate Professor of English
 "In Memoriam: Edith Christina Johnson," *Wellesley Alumnae Magazine*, Nov. 1954.

- PATRICK F. QUINN, Ph.D., Assistant Professor of English
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- RICHARD H. ROBBINS, M.A., Instructor in Sociology
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- DOROTHY M. ROBATHAN, Ph.D., Professor of Latin
 Reviews in *Classical Philology*, Jan. 1955.
- HELEN G. RUSSELL, Ph.D., Professor of Mathematics
 Review in *The Scientific Monthly*, April 1955.
- MARGARET K. SEIKEL, Ph.D., Associate Professor of Chemistry
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- PHILLIP L. SIROTKIN, Ph.D., Assistant Professor of Political Science
 "The Peters Case: A Crucial Test," *Nation*, May 21, 1955.
- HELEN J. SLEEPER, Mus.B., Research Librarian in Music
 Review in *Notes*, March 1955.
- BARTLETT H. STOODLEY, Ph.D., Associate Professor of Sociology
 "Sociological Theory in the Philippine Setting," *Philippine Sociological Review*, March 1955.
- ROBERT G. TEMPLETON, M.A., Instructor in Education
 "The Study of Comparative Education in the United States," *The Harvard Educational Review*, Summer 1954.
- ELEANOR R. WEBSTER, Ph.D., Assistant Professor of Chemistry
 Reviews in *Archives Internationales d'Histoire des Sciences*, no. 26, 1954.
- EVELYN K. WELLS, M.A., Professor of English
 Review in *Midwest Folklore*, Fall 1954.
- RICHARD P. WILBUR, M.A., Associate Professor of English
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- JUDITH B. WILLIAMS, Ph.D., Professor of History
 Reviews in *The Journal of Modern History*, Sept. 1954; *The Journal of Economic History*, 1955.
- LOUISE P. WILSON, Ph.D., Professor of Zoology
 "Studies with Radiophosphorus in *Drosophila* IV. Experiments on flies homogeneously labeled with p^{32} " (with R. C. King), *Journal of Experimental Zoology*, Aug. 1954.
- MICHAEL J. ZIGLER, Ph.D., Professor of Psychology
 "Location of the break in the dark adaptation curve in relation to pre-exposure brightness and pre-exposure time" (with E. Wolf), *Journal of the Optical Society of America*, vol. 44, 1954. Reviews in *Psychological Bulletin*, vol. 51, 1954; 52, 1955.
- CLAIRE ZIMMERMAN, Ph.D., Instructor in Psychology
 "Discriminative skill and discriminative matching in perceptual recognition" (with J. S. Bruner and G. A. Miller), *Journal of Experimental Psychology*, vol. 49, 1955.

JULY 1955 TO JULY 1956

- THELMA G. ALPER, Ph.D., Professor of Psychology
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- M. MARGARET BALL, Ph.D., Professor of Political Science
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- DAVID BARNETT, B.A., Instructor in Piano
 "Tempo Di Gigue," for solo piano, Evans, Boston, 1955.
- CAROLYN S. BELL, Ph.D., Assistant Professor of Economics
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- SYLVIA L. BERKMAN, Ph.D., Lecturer in English
 "Encore il Pleut" (in German translation), *Du*, Nov. 1955. "Wilde Brombeeren" ("Blackberry Wilderness" in German translation), *Eckhard Jahrbuch*, 1955-56. Reviews in *New York Times Book Review*, March 4 and 18, May 13, 1956.
- PHILIP BOOTH, M.A., Instructor in English
 Poems in *Audience*, *The Saturday Review*, *The New Yorker*, *The Yale Review*, *New World Writing* #8, *The London Magazine*, *Poetry*.
- HARRY M. BUCK, Ph.D., Instructor in Biblical History
 "Biblical Criticism and the Christian Faith," *Journal of Bible and Religion*, Jan. 1956. Review in *The Christian Century*, Feb. 1, 1956.
- WILLIAM B. COATE, Ph.D., Assistant Professor of Psychology
 "Weakening of conditioned bar pressing by prior extinction of its subsequent discriminated operant," *Journal of Comparative and Physiological Psychology*, April 1956.
- MARY L. COOLIDGE, Ph.D., Professor of Philosophy
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- ROSE L. COSER, M.A., Instructor in Sociology
 "Home Away From Home," *Social Problems*, June 1956. Review in *American Journal of Sociology*, May 1956.
- FERDINAND J. DENBEAUX, S.T.M., Associate Professor of Biblical History
 Article in *Crossroads*, Jan. 1956.
- ESTHER P. EDWARDS, M.A., Lecturer in Education
 Review in *Wellesley Alumnae Magazine*, May 1956.
- ELIZABETH EISELEN, Ph.D., Associate Professor of Geography
 "A Tourist-Geographer Visits Iquitos, Peru," *Journal of Geography*, April 1956.

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- ALLAN W. EISTER, Ph.D., Associate Professor of Sociology
 "Introducing Beginning Students to Sociology . . ." *Abstracts of Papers Delivered at the 50th Annual Meeting of the American Sociological Society, Washington, D.C., Sept. 1955.* "The Oxford Group Movement," *Twentieth Century Encyclopaedia of Religious Knowledge*, vol. 2, Baker Book House, 1955.
- ALONA E. EVANS, Ph.D., Associate Professor of Political Science
 Ten Cases in the *Annual Digest and Reports of Public International Law Cases*, 1949, Sept. 1955.
- DAVID R. FERRY, Ph.D., Assistant Professor of English
 Poems in *Audience*. "Poet on Campus," *Wellesley Alumnae Magazine*, March 1956.
- RENÉ M. GALAND, Ph.D., Assistant Professor of French
 Contributions to *MLA French VI. Nineteenth-Century French Literature. Bibliography 1954-1955*, 1955. Review in *French Review*, Jan. 1956.
- JANET B. GUERNSEY, Ph.D., Associate Professor of Physics
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- JORGE GUILLÉN, Dr. en Letras, Professor of Spanish
 "La Hermosa y los excéntricos," *Entregas de la Licorne*, Montevideo, Sept. 1955. "Huerto de Melibea," *Insula*, Madrid, 1955. "Poemas," *Paragone*, Florence, Dec. 1955. "Turn con sol naciente," *Cuadernos del Congreso por la libertad de la Culture*, Paris, May-June 1955. "La Venus de Itálica," *Caracola*, Málaga, Nov. 1955. "Algunos poemas," *Insula*, Madrid, Jan. 1956. *Del amanecer y el despertar*, Valladolid, 1956. "Elegias," *Revista mexicana de literature*, Mexico, Jan.-Feb. 1956. "Guerra en las paz," *Comprendre*, Venice, March 1956.
- EDWARD V. GULICK, Ph.D., Associate Professor of History
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- SARAH J. HILL, Ph.D., Associate Professor of Astronomy
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- DORRIT E. HOFFLEIT, Ph.D., Lecturer in Astronomy
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- GABRIEL JACKSON, Docteur de l'Université, Instructor in History
 "The Origins of Spanish Anarchism," *Southwestern Social Science Quarterly*, Sept. 1955.
- WACLAW JEDRZEJEWICZ, Associate Professor of Russian
 "Alliance College in Cambridge Springs, Pennsylvania—Its Role and Activity," *The New World*, New York, Sept. 10, 13, 14, 1955. "Mickiewicz in Music," *News*, London, Sept. 4, 1955. "The Polish

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Writer M. Wankowicz," *The Polish Daily Express*, Boston, Oct. 4, 1955; *The New World*, Oct. 15, 1955; *Chicago Daily News*, Oct. 29, 1955. "American Students and Mickiewicz," *The New World*, Nov. 12, 1955.

BARBARA J. KIEFER, M.A., Instructor in English
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DWIGHT E. LEE, Ph.D., Visiting Professor History
Reviews in *American Historical Review*, July 1955; *Journal of Modern History*, March 1956.

KATHERINE LEVER, Ph.D., Associate Professor of English
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JOHN MCANDREW, M.Arch., Professor of Art
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BARBARA P. MCCARTHY, Ph.D., Professor of Greek
Editor: *Elizabeth Barrett to Mr. Boyd*, Yale University Press, 1955.

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VIRGINIA R. MILLER, M.A., Assistant Professor of Speech
"Edith Winifred Moses, 1880-1955," *Wellesley Alumnae Magazine*, March 1956.

LOUISE OVERACKER, Ph.D., Professor of Political Science
"The New Zealand Labor Party," *American Political Science Review*, Sept. 1955. "Living With Change," *Wellesley Alumnae Magazine*, May 1956.

RICHARD H. ROBBINS, M.A., Instructor in Sociology
"The Refugee Status: Challenge and Response," *Law and Contemporary Problems*, Duke University Law School, Summer 1956.

MARGARET K. SEIKEL, Ph.D., Associate Professor of Chemistry
"The Chemistry of Flower Pigmentation in *Antirrhinum majus*. V. Pigments of Yellow *Antirrhinum majus*, genotype ppmmyy," *Journal of American Chemical Society*, vol. 77, p. 5685, 1955. Anthochlor Pigments. XI. The Constituents of *Coreopsis Maritima*. Reinvestigation of *Coreopsis gigantea*' (with T. A. Geissman, J. B. Harborne), *Ibid.* vol. 78, p. 825, 1956.

HILDA W. SOKOL, M.A., Instructor in Zoology
Abstract from "Experimental demonstration of thyrotropic and gonadotropic activity in the adenophypophysis of the guppy, *Lebistes reticulatus*," *Anatomical Record*, July 1955.

- MARION E. STARK, Ph.D., Professor of Mathematics
Reviews in *Scripta Mathematica*, Dec. 1955.
- LEILA A. SUSSMANN, M.A., Instructor in Sociology
"FDR and the White House Mail," *Public Opinion Quarterly*, Spring 1956.
- MARGARET E. TAYLOR, Ph.D., Professor of Latin
"Primitivism in Virgil," *American Journal of Philology*, July 1955.
- MARY E. ULICH, Ed.D., Assistant Professor of Education
"Our Future Teachers," *Wellesley Alumnae Magazine*, March 1956. Review in *The Harvard Educational Review*, Summer 1956.
- JACK R. VILLMOW, Ph.D., Assistant Professor of Geography
"The Nature and Origin of the Canadian Dry Belt," *Annals of the Association of American Geographers*, June 1956.
- EVELYN K. WELLS, M.A., Professor of English
Reviews in *Journal of International Folk Council*, London; *Journal of American Folklore*; *Midwestern Folklore*.
- RICHARD P. WILBUR, M.A., Associate Professor of English
Review, poems and translations in *Poetry, Partisan Review. A Bestiary* (anthology with Alexander Calder), Spiral Press for Pantheon Books, 1955. *Things of this World*, Harcourt, 1956.
- JUDITH B. WILLIAMS, Ph.D., Professor of History
Review in *The American Historical Review*, April 1956.
- E. FAYE WILSON, Ph.D., Professor of History
Review in *Speculum*, July 1955.
- LOUISE P. WILSON, Ph.D., Professor of Zoology
"Studies on the Tu^w strain of *Drosophila melanogaster* I. Phenotypic and Genotypic characterization" (with R. C. King and Joan C. Lowry), *Growth*, vol. XIX, 1955. "Studies of the Radiation Syndrome in *Drosophila melanogaster*" (with R. C. King), *Radiation Research*, Aug. 1955.
- MICHAEL J. ZIGLER, Ph.D., Professor of Psychology
"Course of Dark Adaptation under Various Conditions of Pre-exposure and Testing" (with E. Wolf), *Journal of the Optical Society of America*, Sept. 1955.
- CLAIRE ZIMMERMAN, Ph.D., Assistant Professor of Psychology
"The attainment of Concepts: IX, Semantic Efficiency and Concept Attainment" (with E. Heidbreder), *Journal of Psychology*, vol. 40, 1955. "The Effect of an Audience on What is Remembered" (with R. Bauer), *Public Opinion Quarterly*, April 1956.

STATISTICAL REPORTS ON STUDENTS

Registration

October 1953

Candidates for the B.A. degree	1,685
Seniors	372
Juniors	403
Sophomores	438
Freshmen	472
Candidates for the M.A. degree	26
Non-candidates for degrees	7
	1,718

October 1954

Candidates for the B.A. degree	1,709
Seniors	384
Juniors	403
Sophomores	442
Freshmen	480
Candidates for the M.A. degree	18
Non-candidates for degrees	7
	1,734

October 1955

Candidates for the B.A. degree	1,708
Seniors	393
Juniors	386
Sophomores	456
Freshmen	473
Candidates for the M.A. degree	15
Non-candidates for degrees	3
	1,726

STATISTICAL STUDIES

Units of Instruction and Relative Size of Departments*

	1953-54		1954-55		1955-56	
	Units	Relative Size	Units	Relative Size	Units	Relative Size
Art	3,504	3	3,960	3	3,684	5
Astronomy	306	23	468	23	534	21
Biblical History . . .	3,174	5	3,369	5	3,726	4
Botany	888	18	753	19	708	20
Chemistry	1,333	13	1,232	13	1,230	14
Classical Archeology	—	—	—	—	3	30
Economics	2,544	8	2,637	7	2,238	8
Education	1,233	14	1,037	14	825	17
English	8,214	1	8,046	1	8,433	1
French	3,495	4	3,515	4	3,741	3
Geology and Geography	1,440	12	—	—	—	—
Geography	—	—	981	16	1,032	16
Geology	—	—	408	25	351	26
German	667	19	634	20	710	19
Greek	442	22	441	24	491	23
History	4,368	2	4,287	2	4,260	2
Interdepartmental .	891	17	1,023	15	1,113	15
International Relations	3	28	—	—	—	—
Italian	306	23	324	26	426	24
Latin	222	24	177	28	198	27
Mathematics	1,086	15	966	17	1,233	13
Medieval Studies . .	3	28	—	—	—	—
Music	1,563	11	1,902	9	1,773	9
Natural Resources and Conservation	9	27	6	30	—	—
Philosophy	1,599	10	1,810	10	1,587	12
Physical Education†	24	26	9	29	12	29
Physics	513	21	507	21	504	22
Political Science . .	2,919	6	2,553	8	2,460	7
Psychology	2,694	7	2,679	6	2,859	6
Russian	219	25	294	27	103	28
Sociology and Anthropology . .	1,920	9	1,809	11	1,713	10
Spanish	1,038	16	915	18	783	18
Speech	609	20	489	22	384	25
Zoology and Physiology	1,599	10	1,800	12	1,626	11

* A unit of instruction equals the instruction of one student one hour a week for a semester.

† The figures have reference only to enrollment in courses counting toward the B.A. degree. Other work of the department, for example, instruction in Physical Education for freshmen and sophomores, is not included.

Distribution of Major Students by Subjects

	1953-54		1954-55		1955-56	
	Seniors	Graduate Students	Seniors	Graduate Students	Seniors	Graduate Students
American Studies						1
Art	27		43		26	1
Astronomy					4	
Biblical History	11		3		12	
Botany	7	5	10	4	2	1
Chemistry	16	5	10	6	19	3
Classical Archeology					1	
Economics	25	1	34	1	30	
English	74	5	64	3	84	3
French	25		15		17	2
Geology and Geography	2					
Geography			11		7	
Geology			3		4	
German	1		2	1	5	
Greek			2		1	
History	45		43		52	
International Relations	1		1			
Italian	2				1	
Latin	1				2	1
Latin American Studies	3		1			
Mathematics	12		9		17	
Medieval Studies	1		1			
Music	15		15		15	
Natural Resources and Conservation	3		2			
Philosophy	2		8		4	
Physics					4	
Political Science	37		44		26	
Psychology	27	4	17	3	23	3
Sociology and Anthropology	13		23		7	
Spanish	5	1	1	1	7	1
Zoology and Physiology	14	8	23	6	24	4
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	369	29*	385	25†	394	20‡

* 7 carried a full program, 22 a part-time program

† 1 carried a full program, 24 a part-time program

‡ 4 carried a full program, 16 a part-time program

STATISTICAL STUDIES

Honors

	Class of 1954	Class of 1955	Class of 1956
Seniors graduated with Honors in the Major Subject	32	36	39

Degrees

Certificate in American Studies

June, 1956	1
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Bachelor of Arts Degrees

October, 1953	3
March, 1954	3
June, 1954	372
October, 1954	5
March, 1955	5
June, 1955	377
October, 1955	5
March, 1956	3
June, 1956	387
Total number of Bachelors' degrees conferred to date	17,888

Master of Arts Degrees

March, 1954	
Master of Arts in Education	1
June, 1954	
Master of Arts	9
March, 1955	
Master of Arts	2
June, 1955	
Master of Arts	13
June, 1956	
Master of Arts	3

WELLESLEY COLLEGE

SCHOLARSHIPS

1953-1954

Undergraduate Scholarships

Class	Receiving \$1000 or over	\$900-\$1000	\$800-\$900	\$700-\$800	\$600-\$700	\$500-\$600	\$400-\$500	\$300-\$400	\$200-\$300	Less than \$200	Total number of students receiving aid	Per cent of class	Amount of aid
1954	15	10	8	14	7	14	12	9	7	5	101	27.15	\$ 67,953
1955	20	5	8	8	4	6	6	9	4	4	74	18.36	54,466
1956	17	5	7	10	14	13	19	9	5	—	99	22.60	67,054
1957	16	10	10	6	10	10	7	8	3	—	80	16.94	57,340
	68	30	33	38	35	43	44	35	19	9	354	21.00	\$246,814

Foreign Student Scholarships

	Number of students	Amount of aid
Graduate students	2	\$ 2,700
Undergraduate students (including 4 listed above)	14	19,841
Mayling Soong Foundation	2	2,775
	18	\$25,316

*Graduate Student Scholarships
(Exclusive of Foreign Students)*

	Number of students	Amount of aid
Full or partial tuition scholarships	3	\$ 1,075
Tuition remitted to graduate assistants and staff members	19	5,575
	22	\$ 6,650

SCHOLARSHIPS

1954-1955

Undergraduate Scholarships

Class	Receiving											Total number of students receiving aid	Percent of class	Amount of aid
	\$1000 or more	\$900-\$1000	\$800-\$900	\$700-\$800	\$600-\$700	\$500-\$600	\$400-\$500	\$300-\$400	\$200-\$300	Less than \$200				
1955	18	4	5	5	8	10	8	9	2	5	74	19.27	\$ 52,034	
1956	15	6	7	9	18	6	14	12	4	2	93	23.07	63,127	
1957	11	8	11	8	13	9	9	10	5	3	87	19.68	57,413	
1958	15	3	12	10	7	10	10	8	11	0	86	17.91	56,805	
	59	21	35	32	46	35	41	39	22	10	340	19.88	\$229,380	

Foreign Student Scholarships

	Number of students	Amount of aid
Graduate students	2	\$ 1,925
Undergraduate students (including 7 listed above)	15	18,791
Mayling Soong Foundation	2	2,775
	19	\$23,491

*Graduate Student Scholarships
(Exclusive of Foreign Students)*

	Number of students	Amount of aid
Full or partial tuition scholarships	1	\$ 300
Tuition remitted to graduate assistants and staff members	15	4,175
Mabel Lowell Bishop Scholarship Fund	1	300
Henry E. Warren Fellowship	1	300
	18	\$ 5,075

WELLESLEY COLLEGE

1955-1956

Undergraduate Scholarships

Class	Receiving										Total number of students receiving aid	Per cent of class	Amount of aid
	\$1000 or more	\$900-\$1000	\$800-\$900	\$700-\$800	\$600-\$700	\$500-\$600	\$400-\$500	\$300-\$400	\$200-\$300	Less than \$200			
1956	11	9	7	9	11	6	13	6	4	8	84	21.4	\$ 53,372
1957	19	6	3	7	12	8	6	9	1	7	78	20.2	53,888
1958	12	7	7	7	6	9	6	12	12	5	83	18.2	49,045
1959	30	7	6	4	5	4	5	1	2	1	65	13.7	61,765
	72	29	23	27	34	27	30	28	19	21	310	18.1	\$218,070

Foreign Student Scholarships

	Number of students	Amount of aid
Graduate students	2	\$ 2,575
Undergraduate students (including 4 listed above)	12	17,172
Mayling Soong Foundation	1	1,850
	15	\$21,597

*Graduate Student Scholarships
(Exclusive of Foreign Students)*

	Number of students	Amount of aid
Tuition remitted to graduate assistants and staff members	12	\$ 3,750
Mabel Lowell Bishop Scholarship Fund	1	300
	13	\$ 4,050

GIFTS AND BEQUESTS OF \$1,000 OR MORE
(These lists include donors of single gifts of \$1,000 or more)

JULY 1953 TO JULY 1954

UNRESTRICTED

<i>Donor</i>	<i>Amount</i>
Bakwin, Ruth Morris '19	\$ 1,500
Boston Wellesley Club	3,321
Bosworth, Louise M. '06	1,000
Breck, Joseph, & Sons, Inc.	2,148
Class of 1885	1,818
Class of 1904	2,000
Crowell, Elizabeth Wiggin '90	1,000
Dickey, William A., Jr.	1,000
Donnell, Glenn McClelland '06	2,000
Elley, Mr. and Mrs. Harold W.	1,009
*Fletcher, Caroline R. '89	2,500
*Frost, Harriet Silsby '03	1,000
*Harbison, Helen Derr '17	25,000
Hill, Caroline Rogers '00	1,813
Inglis, Mr. and Mrs. John B.	1,000
Jewett, Mr. and Mrs. George F.	5,500
Lee, Emma Watt '98	1,000
*Love, Edna H. '19	2,892
Mason, Frances B. '99	1,000
McCann, Anne Darby '04	1,000
McMaster, Mary L. '88	1,000
Middendorf, Harry S.	7,400
Moore, Maurice T.	1,305
Morey, Elizabeth King '19	1,091
Needles, Enoch R.	1,000
New England Colleges Fund	2,774
*Read, Katharine B. '99	13,000
Rockefeller, Mr. and Mrs. Nelson A.	1,000
*Sampson, Miriam Hathaway '97	2,500
Selch, Patricia Bakwin '51	1,000
Sherwin, Belle '90	2,000
Smith, Eunice C. '98	1,000
Thayer, Marion Harbison '18	5,960
Waddell, Catherine Hughes '20	1,000
Wheeler, Mr. and Mrs. Leeds A.	3,000
Wilkins, Lewanna '91	1,000
Wilkins, Lydia K. '96	1,000
Wolff, Mrs. Samuel	1,000
* Bequests	

WELLESLEY COLLEGE

FACULTY SALARIES

<i>Donor</i>	<i>Name of Fund</i>	<i>Amount</i>
Falk, Elisabeth Vogel '00	Elisabeth Vogel Falk Fund (German)	\$ 20,000†
*Lamont, Mrs. Thomas W.	Florence C. Lamont Fund	250,000
Perry, Grace Underwood '92		4,000
Veatch, Henry B., Jr.	Daisy Flower Veatch Fund	5,000

SCHOLARSHIPS

<i>Donor</i>	<i>Name of Scholarship Fund</i>	<i>Amount</i>
*Alberson, Jessie A. '97	Jessie A. Alberson Fund	\$ 5,000
Anonymous		1,000
Baker, George F., Trust		1,429
Benwood Foundation		1,500
Brookings, Martha Brooks '04	Marian Kinney Brookings Fund	1,000†
Buffalo Wellesley Club	Buffalo Wellesley Club Fund, scholarship gift and Lucy Wilson Fund	1,400†
Bushee, Florence Evans '04	Alice Huntington Bushee Fund	2,500
Chicago Wellesley Club	Chicago Wellesley Club Fund	4,910†
Committee of Permanent Charity Fund, Inc.		2,000
Cronyn, Mrs. Theodore	Edith Louise Barber Memorial Fund	2,500
Detroit Wellesley Club	Detroit Wellesley Club Fund	1,000†
*Duke, Esther Linton '17		2,275
Indianapolis Wellesley Club	Indianapolis Wellesley Club Fund	1,300†
*Jackson, Grace E. '91	Grace E. Jackson Fund	85,000†
Kansas City Wellesley Club	Scholarship gift and Kansas City Wellesley Club Fund	2,204†
Lebus, Bertha '91	Leona Lebus Memorial Fund	1,000†
Lindsay, Agnes M., Trust		4,000
Louisville Wellesley Club		1,500
MacLeish, Elizabeth Moore '06	Elizabeth Moore MacLeish Fund	3,500†
Noyes, Jessie Smith, Foundation, Inc.		2,700
*Prince, Lucinda Wyman, Sp.		1,000
Schwartz, David		1,000
Smith, Mrs. Frank R.	Connie M. Guion Fund	2,500
Stone, Robert G.	Galen L. Stone Fund	1,000†
Taylor, John W.	Elizabeth Reeves Taylor Memorial Fund	2,000†
Wayne, Mr. and Mrs. Claude A.	Elizabeth Caralyn Wayne Memorial Fund	1,000†
Washington Wellesley Club	Washington Wellesley Club Fund	2,043†
Wellesley-in-Nassau	Wellesley-in-Nassau Fund	1,800†
Wellesley-in-Westchester	Scholarship gift and Wellesley-in-Westchester Fund	6,000†

* Bequests

† Additions to Funds Previously Established

GIFTS AND BEQUESTS

<i>Donor</i>	<i>Name of Scholarship Fund</i>	<i>Amount</i>
Whitchurch, Dorothy Emmons '14	Chansonetta Stanley Emmons Fund (Art) and Harry Edward Kremser-Stoddard Fund (Music)	\$1,000†
White, Samuel W.	Helen Newell White Memorial Fund	3,488
Zimmermann, Marie	The Connie M. Guion Bursary	1,500†

ANNUITIES

<i>Donor</i>	<i>Name of Fund</i>	<i>Amount</i>
Anonymous		\$25,000
Duncan, John C.	Katharine Bullard Duncan Memorial Fund	5,000

GENERAL ENDOWMENT

<i>Donor</i>	<i>Name of Fund</i>	<i>Amount</i>
*Bass, S. Lena '90	Class of 1890 Fund for General Endow- ment	\$1,000
*Bermann, Lillian Hunt '85	Lillian Hunt Bermann Fund (Unre- stricted)	5,105†
*Dobbin, Flora A. '03	Flora A. Dobbin Fund	6,008
*Greene, Mary Lewis '91	Mary E. Lewis Greene Memorial Fund	9,099
*Preston, Clara F. '89	Class of 1889 Alumnae Fund	1,000
*Tefft, Mary A. '89	Class of 1889 Alumnae Fund	5,000
Washburn, Genevieve '07	Genevieve Washburn Fund	2,325†

COMBINED PURPOSES

<i>Donor</i>	<i>Purposes</i>	<i>Amount</i>
Chase, Barbara S.	Unrestricted and Galen L. Stone Scholar- ship Fund	\$1,000†
Haffenreffer, Marie Rahr '11	Unrestricted and Scholarship fund	2,000†
Munger, Jessie D. '86	New dormitories, scholarships, and Mun- ger Hall	5,600
New Jersey Wellesley Club	Unrestricted and New Jersey Wellesley Club Scholarship Fund	2,000†
New York Wellesley Club	Candace C. Stimson Scholarship Fund, Helen Derr Harbison Fund for Faculty Awards, New York Wellesley Club Scholarship Fund	4,500†
Stepanek, Beatrice '95	Unrestricted and Annuity	9,000

LIBRARY BUILDING

<i>Donor</i>	<i>Amount</i>
Anonymous	\$2,500
Mahood, David M.	In memory of his niece, Helen Petit '28 250,000

* Bequests

† Additions to Funds Previously Established

WELLESLEY COLLEGE

OTHER

<i>Donor</i>	<i>Purpose</i>	<i>Amount</i>
Anonymous Class of 1910	Art Department gift Esther Randall Barton Memorial Lobby in Bates Hall	\$2,069 1,000†
Humphrey, Grace '05	President's Discretionary Account	1,000†
Jewett, Mr. and Mrs. George F.	Interdepartmental (Social Science) Con- ference	3,000†

JULY 1954 TO JULY 1955

UNRESTRICTED

<i>Donor</i>	<i>Amount</i>
Blaffer, Camilla Davis '39	\$1,000
Bosworth, Louise M. '06	6,375
Breck, Joseph, & Sons, Inc.	1,252
Class of 1885	1,818
Cornwall, Grace Lewis '02	1,000
Corry, Mrs. Homer C.	1,000
Cowles, William H.	4,420
Crane, Harriet Cross '30	1,000
Dickey, William A., Jr.	1,000
Donnell, Glenn McClelland '06	2,000
*Eigner, Ellenor Higbee '17	1,000
Frost, Jessie Steane '05	1,000
Given, Helen Dennis '95	8,925
Haffenreffer, R. F., Family Foundation	5,000
*Hastings, Theodora M. '95	2,500
Inglis, John B.	1,000
*Kemp, Margaret Johnson '17	1,000
Lee, Emma Watt '98	1,000
*Love, Edna H. '19	49,703
*Mayer, Mrs. Edwin	In memory of her niece, Kathryn L. Steinert '28
McLean, Marion Butler '12	1,000
McMaster, Mary L. '88	1,000
Morey, Elizabeth King '19	1,043
Needles, Enoch R.	2,000
New England Colleges Fund	6,410
O'Connell, Mrs. Maurice	1,000
Rockefeller, Mr. and Mrs. Nelson A.	1,000
Sherwin, Belle '90	1,000
Smith, Eunice C. '98	1,000

* Bequests

† Additions to Funds Previously Established

GIFTS AND BEQUESTS

<i>Donor</i>		<i>Amount</i>
Southern Connecticut Wellesley Club		\$1,377
Standard Oil Company of New Jersey		5,000
Waddell, Catherine Hughes '20		1,000
Wheeler, Mr. and Mrs. Leeds A.		3,000
*Wyatt, Mrs. George W.	In memory of her daughter, Marjorie '11	24,084

FACULTY SALARIES AND AWARDS

<i>Donor</i>	<i>Name of Fund</i>	<i>Amount</i>
Anonymous		\$1,000
*Edwards, Katharine M.	Katharine M. Edwards Fund for Faculty Awards	9,363
Perry, Grace Underwood '92		1,000

SCHOLARSHIPS

<i>Donor</i>	<i>Name of Scholarship Fund</i>	<i>Amount</i>
Anonymous		\$1,000
Baltimore Wellesley Club		2,000
Bollard, Ralph H.	The Margaret and Katherine Bollard Fund	2,500†
Borge, Victor	Wellesley-in-Westchester Fund	5,000
Chicago Wellesley Club		1,117
Committee of Permanent Charity Fund, Inc.		2,000
*Duke, Esther Linton '17		2,558
*Elder, Mabel Morse '98	Mabel Morse Elder Fund	5,000
Hyde, Lillia Babbitt, Foundation	Lillia Babbitt Hyde Foundation Fund	30,000
Indianapolis Wellesley Club	Indianapolis Wellesley Club Fund	1,350†
*Jackson, Grace E. '91	Grace E. Jackson Fund	26,623†
Jewett, Margaret W. '51		4,000
Johns, Ruth Kenyon '09	Ruth Kenyon Johns Fund	10,488
*Jones, Helen Lyon '18	William Scott Lyon Memorial Fund	10,000
Kansas City Wellesley Club	Scholarship gift and The Kansas City Wellesley Club Fund	2,156†
Lathrop, Dorothy Smith '21	Mr. and Mrs. Andrew J. Smith Memorial Fund	2,500
Lebus, Bertha '91	Leona Lebus Memorial Fund	1,000†
Lindsay, Agnes M., Trust		4,000
Louer, Trust Under the Will of Albert S.		2,500
Noyes, Jessie Smith, Foundation, Inc.		2,350
*Owen-Jones, Charlotte Massie '83	Fanny Ansley Massie Fund	3,000

* Bequests

† Additions to Funds Previously Established

WELLESLEY COLLEGE

<i>Donor</i>	<i>Name of Scholarship Fund</i>	<i>Amount</i>
Pappas, Thomas A.	Charles Pappas Fund	\$2,500
Patterson, Graham	Helen Dewar Lord and Mary Dewar Patterson Memorial Fund	1,000
Perceland family and friends	Maureen Percelay Zusy Memorial Fund	1,500
Pratt, Virginia Stanley '24	Helen Pope Stanley Memorial Fund	1,127†
Rhode Island Wellesley Club		1,000
*Smith, Bessie Helmer	Jennie C. R. Smith Fund (Biology)	19,864
Southern California Wellesley Club	Southern California Wellesley Club Fund	3,156
Swaine, Elizabeth Stauffer '19	Swaine Loan and Scholarship Fund	1,104†
Taylor, John W.	Elizabeth Reeves Taylor Memorial Fund	2,000†
*Underhill, Gertrude E. '98	Gertrude Underhill Fund	25,000
Warren, Henry E.		1,000
Washington Wellesley Club	Washington Wellesley Club Fund	2,052†
Weinberg, Ruth F. '26		1,850
Wellesley-in-Nassau	Wellesley-in-Nassau Fund	2,000†
Wellesley-in-Philadelphia		1,100
Wellesley-in-Westchester	Wellesley-in-Westchester Fund	3,000†
Whitchurch, Dorothy Emmons '14	Chansonetta Stanley Emmons Fund (Art) and Harry Edward Kremser-Stoddard Fund (Music)	1,000†
White, Samuel W.	Helen Newell White Memorial Fund	3,275†
*Wilson, Ruth Mary '10		6,194
Wood, Olive Smith '05	Mr. and Mrs. Andrew J. Smith Memorial Fund	5,000
Zimmermann, Marie	The Connie M. Guion Bursary	1,500†

COMBINED PURPOSES

<i>Donor</i>	<i>Purposes</i>	<i>Amount</i>
Bakwin, Ruth Morris '19	Unrestricted and Library Building	\$5,456
Boston Wellesley Club	Unrestricted and Library Building	6,072
Central New Jersey Wellesley Club	May Margaret Fine Memorial Scholarship Fund and Library Building	1,150†
Chase, Barbara S.	Unrestricted, Library Building, and Galen L. Stone Scholarship Fund	2,000†
Cohen, Mr. and Mrs. Arthur J.	Unrestricted and Library Building	5,000
Detroit Wellesley Club	Unrestricted, scholarship gift, and toward Michigan carrells in Library	1,000
Haffenreffer, Marie Rahr '11	Unrestricted, scholarship fund, and Li- brary Building	2,500†
Munger, Jessie D. '86	Unrestricted and Library Building	14,003
New Jersey Wellesley Club	Unrestricted, scholarship gift, New Jersey Wellesley Club Scholarship Fund, and Library Building	4,050†

* Bequests

† Additions to Funds Previously Established

GIFTS AND BEQUESTS

<i>Donor</i>	<i>Purposes</i>	<i>Amount</i>
New York Wellesley Club	Unrestricted, New York Wellesley Club Scholarship Fund, Dormitory Buildings, and Helen Derr Harbison Fund for Faculty Awards	\$6,414†
Selch, Patricia Bakwin '51	Unrestricted and Library Building	1,500
Stone, Robert G.	Galen L. Stone Scholarship Fund and Library Building	2,000†

GENERAL ENDOWMENT

<i>Donor</i>	<i>Name of Fund</i>	<i>Amount</i>
*Capen, Helen Warren	Mary Warren Capen Fund	\$1,000
*Currier, Thomas P.	Helen Hill Currier Fund	4,474
*Greene, Arthur M., Jr.	Mary E. Lewis Greene Memorial Fund	10,000
Washburn, Genevieve '07	Genevieve Washburn Fund	2,175†

LIBRARY BUILDING

<i>Donor</i>	<i>Area or Fund</i>	<i>Amount</i>
Anonymous		\$1,000
Borg, Mrs. Sidney C.		1,038
Bradley, Helen Worcester '16		4,898
Brown, Clarence M.	Faculty Study in honor of his daughter, Janet Brown Guernsey '35	6,962
Chamberlin, Anne Bixby '98	1898 Library Building Fund	2,000†
Friedman, William Stix and family	Alcove in honor of Cora Stix Friedman '95	1,020
Hathaway House Bookshop		1,000
Leach, Robert H.	Alcove in honor of his wife and three Wellesley daughters	5,000
Lehman, Mrs. Arthur		2,596
Lewis, Mr. and Mrs. John F., Jr.		1,000
Luce, Henry R.	Religion and Philosophy Area in memory of his mother, Elizabeth Root Luce	49,754†
McLean, Louise Williams '28		1,000
McLean, Mrs. William L., Jr.		1,000
Moore, Elisabeth Luce '24		6,423
Pope, Juliette Wall '91	Audio-Visual Room in memory of her parents	5,138†
Reindel, Gladys McCreery '19		1,000
Remington, Edith Ryder '14		1,000
Rosenthal, Mrs. William		1,000
Schweppe, Annis Van Nuys '03	Toward Book Arts Laboratory	1,000
Shackford, Martha Hale '96		1,000
Tompkins, Mr. and Mrs. H. D.		1,108
Wilber, Margaret Alder '20		1,000
Williams, Helen Wilson '21		1,000

* Bequests

† Additions to Funds Previously Established

WELLESLEY COLLEGE

ANNUITIES

<i>Donor</i>	<i>Amount</i>
Davis, Helen I. '12	\$5,000
Stepanek, Beatrice '95	7,000

OTHER

<i>Donor</i>	<i>Purpose</i>	<i>Amount</i>
Anonymous	Art Department gift	\$1,932
Anonymous	Botanical Greenhouses Fund	2,500
Barton, Bruce	Esther Randall Barton Memorial Lobby in Bates Hall	2,921†
Brown, Marion Mills '10	Not yet designated—in memory of her husband	2,500
*Greenwood, Helen E. '96	Helen E. Greenwood Botanical Fund	2,500
Jewett, Mr. and Mrs. George F.	Jewett Arts Center	†
Rood, Dorothy Bridgman '10	Dormitory terrace and sculpture	3,500†
*Walton, Alice	Books on Classical Art and Archeology	2,000
*Whitin, Sarah E.	Sarah E. Whitin Fund (Astronomy)	73,276†
Wolf, Helen '24	Seal Thompson Fund (Unrestricted)	1,000

JULY 1955 TO JULY 1956

UNRESTRICTED

<i>Donor</i>	<i>Amount</i>	
Anonymous	\$1,947	
Anonymous	1,000	
Bakwin, Ruth Morris '19	5,189	
Butt, Dorothy Good '15	1,000	
Class of 1885	2,000	
Cornwall, Grace Lewis '02	1,000	
Curtiss, Mr. and Mrs. Frederic H.	5,684	
DeLong, Mrs. Stanley B.	In memory of her daughter, Dorothea De- Long Treble '26	1,000
Dempsey, Mr. and Mrs. John B.	1,000	
Dickey, William A., Jr.	2,000	
Donnell, Glenn McClelland '06	10,000	
Esso Education Foundation	5,000	
Gillispie, Marion Stephenson '06	1,250	
Hill, Caroline Rogers '00	3,375	
*Hobart, Mabel Kimball '00	287,187	
Horgan, Hilda Larrabee '16	2,000	
*Hughes, Helen Sard	69,232	
Ingalls, Mr. and Mrs. Roscoe C.	3,925	
Joseph, Mrs. J. G.	In honor of her daughter, Alice Joseph Steigerwald '24	4,964

* Bequests

† Additions to Funds Previously Established

GIFTS AND BEQUESTS

<i>Donor</i>	<i>Amount</i>
*Love, Edna H. '19	\$ 2,888
*Margesson, Helen P. '96	139,763
*McIver, Jean B. '90	1,000
McLean, Marion Butler '12	4,500
McMaster, Mary L. '88	1,000
Molder, Mr. and Mrs. Joseph C.	5,100
Morman, Mary Dennis '93	1,000
Munger, Jessie D. '86	19,000
Needles, Enoch R.	1,000
New England Colleges Fund	10,102
O'Connell, Mr. and Mrs. Maurice	1,000
Pittsburgh Wellesley Club	1,150
Rosenstiel, Dorothy H. and Lewis, Foundation	2,500
Werthan, Mr. and Mrs. Bernard	1,000
*Wyatt, Mrs. George W.	In memory of her daughter, Marjorie '11 113,010†

GENERAL ENDOWMENT

<i>Donor</i>	<i>Name of Fund</i>	<i>Amount</i>
Anonymous	1918-1951 Special Fund	\$8,016
*Downer, Mrs. Ira R.		5,000
Washburn, Genevieve '07	Genevieve Washburn Fund	5,188†

LIBRARY BUILDING

<i>Donor</i>	<i>Area</i>	<i>Amount</i>
Alden, Barbara '33	Microfilm Studio in memory of her parents	\$2,000†
Anonymous	Toward Entrance Hall and Circulation Desk in honor of L. Gertrude Angell '94	10,248
Anonymous	Toward Entrance Hall and Circulation Desk in honor of L. Gertrude Angell '94	7,387
Bradley, Helen Worcester '16		2,000
Brown, Clarence M.		9,050
Brown, Mildred Hunter '15		1,000
Buttinger, Helen Morris '22		1,000
Byler, Marion Lowerre '26		1,066
Central California Wellesley Club	Microfilm Studio	3,230
Chamberlin, Anne Bixby '98	Toward Recreational Reading Room in memory of Eunice C. Smith '98	3,100†
Class of 1912	Alcove in memory of Elizabeth Blaney '12	2,188
Cleveland Wellesley Club	Toward Reading Area from Ohio Wellesley Clubs	2,900
Cohen, Mr. and Mrs. Arthur J.		1,000

* Bequests

† Additions to Funds Previously Established

WELLESLEY COLLEGE

<i>Donor</i>	<i>Area</i>	<i>Amount</i>
Collings, Mr. and Mrs. Lambert V.	Interest section in Economics in memory of Elizabeth Donnan	\$2,500
Cushman, Ellen M. '01	Faculty Study in memory of her mother	4,500†
Decker, John R. family	New Book Display and Reading Area in honor of Norma Lieberman Decker '11 and Anne Decker Kohring	1,228†
Elley, Mr. and Mrs. Harold W.	Alcove in memory of her aunt, Mary Caswell '83	10,000
Faculty Show		1,857
Fisher, Henry J.		3,000
Fisk, Margaret P. '37	Carrell and typing Cubicle in memory of Jean Kelly Davis '37	2,100
Gamble, Elizabeth F. '10	In memory of her mother	19,700
Geismer, Mollie Stearn '06		1,000
Gorman, Beatrice Brainerd '15	Faculty Study	5,000
Green, William G.	Toward Faculty Study in honor of Alberta M. Welch '95	1,000
Gulick, Sarah Roush '52		1,000
Hales, Mr. and Mrs. Burton W.		1,000
Hatch, Ellen Smith '98	Toward Recreational Reading Room in memory of Eunice C. Smith '98	17,512
Hathaway House Bookshop		1,000
Hay, Alma Seipp '99		1,000
Humphrey, Grace '05		1,000
Indianapolis Wellesley Club	Typing Cubicle	1,240
Inglis, John B.		1,000
James Foundation of New York, Inc.		50,000
Kingsley, Ora Rimes '22	Toward Southern Connecticut Wellesley Club Alcove	1,000
Kresge Foundation		25,000
Lent, Babette Bird '44		10,162
Loengard, Margery Borg '20	Library Building Fund and toward Faculty Study in honor of Alberta M. Welch '95	1,094
Long, Theresa Rew '28		1,000
Mahood, David M.	Toward New York Wellesley Club Area	1,300
Marston, Mary G. '03	Marston Alcove	3,000
McLean, Louise Williams '28		1,000
Myers, Martha Robbins '20		4,000
Nicholson, Susan Zeckendorf '53		3,375
Parlin, Charles C.		1,000
Pope, Mr. and Mrs. Henry, Jr.	Toward Reserved Book Area in memory of her mother	3,000
Pratt, Ruth Baker '98		5,000
Proudfit, Isabel Boyd '19		6,188

* Bequests

† Additions to Funds Previously Established

GIFTS AND BEQUESTS

<i>Donor</i>	<i>Area</i>	<i>Amount</i>
Reindel, Gladys McCreery '19		\$1,000
Replogle, Luther I.		1,000
Rew, Katharine Jones '99		1,371
Rockefeller, Mrs. Nelson A.		10,000
Rushmore, Helen Joy '13		1,453
Scherman, Mr. and Mrs. Harry	Interest Section in Literature	2,500
Schweppe, Annis Van Nuys '03	Book Arts Laboratory	9,000†
Slater, Priscilla Allen '16	In memory of her mother, Katherine Bal- lord Allen '85, toward Margaret Da- vidson Thomson '16 Faculty Study	1,000
Southern Connecticut Wellesley Club	Alcove	1,642†
Stafford, Lucille Fenn '28		1,000
Stolzenbach, Edith Becker '08	Toward Entrance Hall and Circulation Desk in honor of L. Gertrude Angell '94	4,088
Taylor, Florence Wiss '10	Interest Section in English Literature in memory of her husband and son	2,975
Thayer, Marion Harbison '18	Alcove in memory of her sister, Helen Derr Harbison '17	5,000
Theodore, Jeanne Sincoff '36	Toward New York Wellesley Club Area	1,000
True, Mr. and Mrs. E. Russell, Jr.	Microfilm Studio in memory of her father	3,800
Wellesley-in-Philadelphia	Reading Area	6,390
Wheeler, Marion Eddy '24		1,000
Wilber, Allen S.	Faculty Study in memory of his aunt, Pauline Levering Sage '00	5,212
Wolf, Helen '24		1,000

FACULTY SALARIES AND AWARDS

<i>Donor</i>	<i>Name of Fund</i>	<i>Amount</i>
*Abell, Adelaide M. '94		\$6,029
Anonymous	Helen Derr Harbison Fund for Faculty Awards	1,000
*Calkins, Grosvenor	In memory of Mary Whiton Calkins	10,000
Colgate-Palmolive Company	Faculty Endowment Fund	2,000
Equitable Life Assurance Society of the United States	Endowment Fund for Salaries	1,000
Ford Foundation	Ford Foundation Salary Endowment Fund	650,000
Perry, Grace Underwood '92		1,000
*Sherwin, Belle '90	Elizabeth Kimball Kendall Professorship	50,000†

* Bequests

† Additions to Funds Previously Established

WELLESLEY COLLEGE

SCHOLARSHIPS

<i>Donor</i>	<i>Name of Scholarship Fund</i>	<i>Amount</i>
Anonymous		\$1,000
*Bray, Ella W. '90	Ella Williams Bray Fund	19,750
Buffalo Wellesley Club	Scholarship gift and Buffalo Wellesley Club Fund	1,000†
Committee of Permanent Charity Fund, Inc.		2,000
*Duke, Esther Linton '17		2,700
*Edwards, Ann K. '01	Grace O. Edwards Fund	3,000†
Lathrop, Dorothy Smith '21	Mr. and Mrs. Andrew J. Smith Memorial Fund	2,500†
Lebus, Bertha '91	Leona Lebus Memorial Fund	1,406†
Lindsay, Agnes M., Trust		5,000
MacLeish, Elizabeth Moore '06	Elizabeth Moore MacLeish Fund	1,823†
Newnam, Mrs. Walter M.	I. Barclay Thorn Memorial Foreign Scholarship Fund	3,000
St. Louis Wellesley Club		2,500
Southern California Wellesley Club	Southern California Wellesley Club Fund	3,000†
Swaine, Elizabeth Stauffer '19	Swaine Loan and Scholarship Fund	1,674†
Taylor, John W.	Elizabeth Reeves Taylor Memorial Fund	2,000†
*Tripp, Madeline Hanson '07	Madeline Hanson Tripp Fund	26,000
Weinberg, Ruth F. '26		1,850
Wellesley-in-Nassau	Wellesley-in-Nassau Fund	2,882†
Whitchurch, Dorothy Emmons '14	Chansonetta Stanley Emmons Fund (Art) and Harry Edward Kremser-Stoddard Fund (Music)	1,000†
Zimmermann, Marie	The Connie M. Guion Bursary	1,500†

COMBINED PURPOSES

<i>Donor</i>	<i>Purposes</i>	<i>Amount</i>
Anonymous	Gift in memory of sister, and carrell in Library Building	\$1,000
Boston Wellesley Club	Unrestricted, scholarship gift, and micro-film studio in Library	9,811
Central New Jersey Wellesley Club	Unrestricted, and May Margaret Fine Memorial Scholarship Fund	1,200†
Chase, Barbara S.	Unrestricted, Library Building, and Galen L. Stone Scholarship Fund	3,000†
Chicago Wellesley Club	Chicago Wellesley Club Scholarship Fund, and Carrell in Library Building	4,779†
Columbus Wellesley Club	Scholarship gift and toward Library Reading Area given by Ohio Wellesley Clubs	1,750

* Bequests

† Additions to Funds Previously Established

GIFTS AND BEQUESTS

<i>Donor</i>	<i>Purposes</i>	<i>Amount</i>
Davis, Helen I. '12	Annuity and Botanical Greenhouses Fund	\$5,126†
General Motors Corporation	Unrestricted and scholarship gift	7,500
Haffenreffer, Marie Rahr '11	Unrestricted and scholarship fund	3,004†
Kansas City Wellesley Club	Unrestricted, scholarship gift, and Library Building	3,217
Moore, Elisabeth Luce '24	Unrestricted and Library Building	5,675
Morey, Elizabeth King '19	Unrestricted and toward Faculty Study in honor of Alberta M. Welch '95	2,098
New Jersey Wellesley Club	New Jersey Wellesley Club Scholarship Fund and Interest Section in Political Science in Library Building	2,850†
New York Wellesley Club	New York Wellesley Club Scholarship Fund, and toward Area in Library Building	8,950†
Pratt, Virginia Stanley '24	Helen Pope Stanley Memorial Scholarship Fund, and Library Building	1,065†
Procter and Gamble Fund	Unrestricted and scholarship gift	1,600
Selch, Patricia Bakwin '51	Unrestricted and Library Building	1,700
Stone, Mr. and Mrs. Robert G.	Galen L. Stone Scholarship Fund and Library Building	3,500†
Swatland, Muriel Batcheller '17	Unrestricted and Library Building	1,000
Waddell, Mr. and Mrs. Chauncey L.	Unrestricted and Alcove in Library in memory of her mother, E. Antoinette Carter Hughes '86	11,000
Washington Wellesley Club	Washington Wellesley Club Scholarship Fund and Alcove in Library in memory of May Laudenslager Sayre '25	6,837†
Wellesley-in-Westchester	Wellesley-in-Westchester Scholarship Fund and Library Building	5,680†
*Wilson, Ruth Mary '10	Ruth Mary Wilson Scholarship Fund, Scholarship gifts, and annuities	782,357

ANNUITIES

<i>Donor</i>	<i>Amount</i>
Anonymous	\$5,000
Stepanek, Beatrice '95	10,000†

OTHER

<i>Donor</i>	<i>Purpose</i>	<i>Amount</i>
*Buffington, Raymond W.	Julia Buffington Memorial Fund (unrestricted)	\$8,440
Class of 1907	1907 Fiftieth Reunion Memorial Fund (unrestricted)	1,028†
Edwards, Teresa Pastene '07	Charles A. Pastene Fund	1,300†

* Bequests

† Additions to Funds Previously Established

WELLESLEY COLLEGE

<i>Donor</i>	<i>Purpose</i>	<i>Amount</i>
Estate of Sarah B. Miller, through Mrs. George E. Beggs	Gift in memory of Mrs. Beggs' mother, for Renovation of Little Chapel	\$2,110
Ford Foundation	Simpson Infirmary	5,000
Gillett, Marion Magoun '17	Botany Department gift in memory of her mother, Martha Mann Magoun '85	1,000
*Greenwood, Helen E. '96	Helen E. Greenwood Botanical Fund	1,500†
Hunt, Dorothy Hazard '08	1908 Fiftieth Reunion Memorial Fund (unrestricted)	5,313†
Jewett, Mr. and Mrs. George F.	Jewett Arts Center	†
*Jones, Katharine P. '85	Katharine P. Jones Fund (unrestricted)	1,217†
McGarry, Caroline Ware '08	1908 Fiftieth Reunion Memorial Fund (unrestricted)	2,000
*Whitin, Sarah E.	Sarah E. Whitin Fund (Astronomy)	3,468†
* Bequests		
† Additions to Funds Previously Established		

