

Bryn Mawr College

Scholarship, Research, and Creative Work at Bryn Mawr College

Annual Reports of the President of Bryn Mawr College

Bryn Mawr College Publications, Special Collections, Digitized Books

1952

Bryn Mawr College Annual Report , 1951-52.

Bryn Mawr College

Follow this and additional works at: https://repository.brynmawr.edu/bmc_annualreports



Part of the [Liberal Studies Commons](#), and the [Women's History Commons](#)

[Let us know how access to this document benefits you.](#)

Citation

Bryn Mawr College, "Bryn Mawr College Annual Report , 1951-52." (1952). *Annual Reports of the President of Bryn Mawr College*. 9.

https://repository.brynmawr.edu/bmc_annualreports/9

This paper is posted at Scholarship, Research, and Creative Work at Bryn Mawr College.

https://repository.brynmawr.edu/bmc_annualreports/9

For more information, please contact repository@brynmawr.edu.

Bryn Mawr
College
Library



Digitized by the Internet Archive
in 2011 with funding from
LYRASIS Members and Sloan Foundation

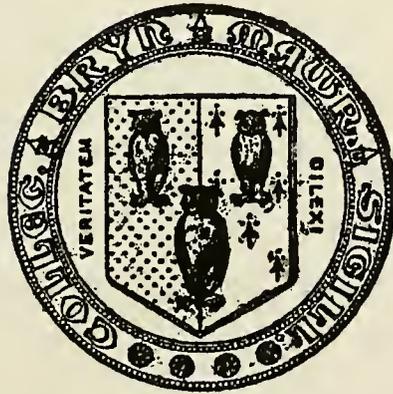
1 of 10 (I) slip color 37

Bryn Mawr College

CALENDAR

Report of the President to The Board of Directors

For the Year of 1951-1952



CONTENTS

	PAGE
REPORT OF THE PRESIDENT OF THE COLLEGE	5
SUPPLEMENT I, CHANGES IN THE ACADEMIC STAFF	15
SUPPLEMENT II, FACULTY AND STAFF PUBLICATIONS	17
REPORT OF THE DEAN OF THE COLLEGE	24
SUPPLEMENT, STATISTICS OF UNDERGRADUATE STUDENTS	29
REPORT OF THE DEAN OF THE GRADUATE SCHOOL	32
REPORT OF THE ACTING DIRECTOR OF ADMISSIONS	45
REPORT OF THE DIRECTOR OF PUBLIC RELATIONS	48
SUPPLEMENT, OFFICIAL PUBLICATIONS	50
REPORT OF THE LIBRARIAN	51
LIST OF DONORS TO THE LIBRARY	57
REPORT OF THE COLLEGE PHYSICIAN	59
SUPPLEMENT, INFIRMARY REPORT	61
REPORT OF THE CONSULTING PSYCHIATRIST	64
REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION	65
REPORT OF THE DIRECTOR OF HALLS AND THE SUPERINTENDENT OF BUILDINGS AND GROUNDS	67
REPORT OF THE DIRECTOR OF THE CHILD STUDY INSTITUTE	69
REPORT OF THE CHAIRMAN OF THE COMMITTEE ON THE MADGE MILLER RESEARCH FUND	73
REPORT OF THE DIRECTOR OF THE BUREAU OF RECOMMENDATIONS....	74

REPORT OF THE PRESIDENT OF THE COLLEGE

To the Directors of Bryn Mawr College:

I have the honor to present the following report for the year 1951-52, together with the reports of other officers of the College.

All hands turn to in any year, but 1952 made unusually heavy demands on the Faculty, students, members of the Board, and interested alumnae. The Undergraduate School was the largest in history, and the Senior Class the largest ever to be graduated. The Faculty carried heavier work because of these numbers and brought to completion a good deal of research and writing as well. Beyond all its regular work this year, the Faculty with the Board was concerned in the appointment of a new dean of the Graduate School, in an extensive review of costs, salaries, and fees, and in the setting of a new scale of salaries. Beyond their regular work several members of the Faculty undertook heavy work consequent upon absences of more than the usual numbers on sabbatical or other leaves.

Members of the Faculty and Board completed plans for the new space made available by the purchase of the Scull property. The staff of the Child Study Institute made the first in a series of interlocking moves which will next year ease the crowding in the Library and in the Department of Social Economy. The new property meant additional work for members of the maintenance staff, who also reconditioned East House on three weeks' notice when rooms had to be found for the unexpectedly large number of undergraduates.

Members of the Board and interested alumnae worked on an immediate increase of the financial resources of the College through the Friends of the Library, the first request to parents on a program of annual giving, and the search for gifts to complete the purchase price of the Scull property. At the same time the Committee on Resources of the Board of Directors and the Alumnae Association made further progress in its organization for long-term fund-raising.

The year 1951-52 was a fruitful year, marked by high achievement on the part of the Faculty and on the part of the students. Their achievement is the most important "permanent record," but the annual report to which that term is more usually applied adds summaries, a record of steps taken toward present goals and some indication of possible future directions.

“BRYN MAWR’S MOST ORIGINAL EDUCATIONAL EXPERIMENT”

Various factors this year focused attention on the Graduate School, which Dean Taylor in her report calls “Bryn Mawr’s most original educational experiment.” Miss Taylor herself was completing a term of ten years’ distinguished service as Dean. Her term coincided with the war years and the period after the war when registration was heavy on a nation-wide scale, when research programs became very large, and when opportunities for fellowships increased in number. The plans of the Graduate School clearly required evaluation and continuing study, and Miss Taylor added to her report for 1951-52 a survey of the last ten years which would serve as a basis for further study.

The first observation about “Bryn Mawr’s most original educational experiment” is that it was not followed elsewhere. Liberal arts colleges as Miss Taylor notes have not developed graduate schools in arts and sciences, except possibly on the M.A. level; and the growth of graduate education has come about by means of further growth of the large institutions rather than by means of increase in the number of institutions.

Yet to those working at Bryn Mawr the value of the experiment never seems to be in question. No other aspect of the College goes unchallenged in this fashion, and the lack of question about the Graduate School is something more substantial than self-satisfaction. Miss Taylor calls attention to the importance the Faculty attach to the range of teaching that runs from the undergraduate through the graduate work, and the opportunity for research which members of the Faculty find closely associated with graduate teaching. To students as well as faculty it seems natural that fields of study should be pursued without upper limits, and members of the Board have maintained their belief in the combination of Graduate and Undergraduate Schools.

The current area of experiment is not then the presence of the Graduate School but particular questions of the nature and scope of its work. Many of these are intimately connected with the opportunities and limitations of a small graduate school. Important for Bryn Mawr, they are also questions of more general significance, for present-day graduate study suffers at the same time that it profits from the magnitude of the operations. A very possible consideration for the future is the development of a larger number of small graduate schools. Bryn Mawr’s experience should be useful in any such consideration. It goes back many years, but perhaps even more useful is the fact that it is successful experience

based on a different set of presuppositions from those most generally current.

Until the great increase in the number of Ph.D.'s awarded after the Second War, Bryn Mawr gave each year 5 to 9 of every thousand awarded in all universities in the country.* Perhaps a better statement is the fact that in the twenty years from 1930 through 1950 Bryn Mawr gave .6 per cent of the doctorates in philosophy awarded.

In terms of national averages, the College gives proportionally more Ph.D.'s than master's or bachelor's degrees. The more interesting figures would probably be comparisons with a chosen group of institutions, but for the country as a whole, Bryn Mawr's proportion of Ph.D.'s to M.A.'s and M.S.S.'s is about 1 to 4 as compared to 1 to 7, and the proportion of Ph.D.'s to A.B.'s is about 1 to 15 as compared to 1 to 55 or 60.

To members of the College, who do not usually give any special attention to numbers, the interesting fact may seem to be the relatively large amount of advanced work indicated by these figures. To those used only to large groups, however, Bryn Mawr's numbers of about 8 Ph.D.'s and about 30 or 35 master's may seem all along the line too small to bother with; but "too small to bother with" is a hazardous principle if there are special values in the small set-up.

As Miss Taylor's "Ten Years in the Graduate Office" makes clear, there are special values in the small Graduate School at Bryn Mawr. The most evident is the close association between faculty and students that is possible when graduate students in most departments usually number anywhere between 2 and 8 or 10. From all points of view, this value of close association must be weighed in the balance with the far wider range of choice and experience the student obtains in the large school, where the faculty of the department numbers not 2 to 4 or 5, as at Bryn Mawr, but 10, 20, or more.

The matter falls under a new light at present, both because of the tremendous demands on the universities for research and because of the problems that come with increasing specialization of knowledge. The student is impelled to the large center where large-scale research projects are going on; and indeed it is the only center for certain fields of study and certain research projects. Just after the war students found there such crowding that even the business of getting in touch with the director of the dissertation was extremely difficult, and conferences with professors were reduced to a minimum. With time, staff can of course be multiplied, but the increases would have to go a long way to provide the

* Biennial Survey of Education in the United States, 1948-50: Statistics of Higher Education: Faculty, Students, and Degrees, 1952, p. 33.

close association of the small department, when the professors literally are available day in and day out. It may be that many students should have both kinds of experience: Bryn Mawr students usually take a fellowship year elsewhere and certainly many graduate students who come from large institutions to Bryn Mawr badly need work in close association with the professors.

In relation to the increasingly acute problems of over-specialization, the differences between the large and the small center have neither been examined nor adequately weighed. The isolation of the specialist, which is the dangerous by-product of increasing knowledge, may not be felt in the small institution to the degree to which it is felt more generally. It is apparently not felt so seriously at Bryn Mawr. Even the enthusiast can anticipate the obvious retort that perhaps Bryn Mawr lacks specialists, but evaluation of scholarship in various fields would contradict that proposition and show work of major importance regularly done at Bryn Mawr. Where the number in a department is small, the specialist misses colleagues in his own particular field and must seek them in neighboring institutions or through professional societies, but he is in easy association with colleagues in other fields. For students also, cross-disciplinary material on methods or subjects is relatively easily acquired, and indeed it is likely in the small institution that the student's work will be under the supervision of some interdepartmental committee, as Miss Taylor notes in the case of the Ph.D. committees at Bryn Mawr.

Small numbers in the graduate department usually permit a program planned for the individual. Professors of course make such plans at considerable personal sacrifice sometimes, but by and large, it is not too difficult at Bryn Mawr to insure a student's having work at the top level for which she is prepared, so that she loses no time. Here again is an apparent advantage for the small school. "Articulation" used to be considered a problem only between high school and college, but the articulation between the undergraduate college and the graduate school is increasingly troublesome. The able student in the large graduate school may be penalized for the first year or so as large classes require lectures rather than seminars or research and almost inevitably the instructor's aim must be to strike the understanding of the middle of the group.

Such an analysis may seem to members of the Board to present the Graduate School without the problems they know very well to exist. At this time in the world when so much depends on the excellence of graduate education, the strengths of the small school are worth pre-

senting, but the difficulties and questions the Bryn Mawr Graduate School faces are equally important for the Board to have in clear focus.

Miss Taylor has indicated that the School is and should be critical of its own limitations, turning away students who would not find an adequate range of work, regularly sending students to one of the large universities for some part of their Ph.D. work, and calling on the resources of neighboring institutions for supplementary seminars and for consultation on theses. These decisions are hard to make, and a very considerable test of the wisdom not only of members of the departments but of the dean of the graduate school as well.

Two other questions are equally fundamental and require continuing experiment within the College. One is reassessment of the limitations in any area, perhaps with the possibility that a new appointment should be made or a new field introduced to provide work which seems to be of increasing importance. If such an addition is to be sought, is there any possibility of a matching reduction in existing work or must reduction always be an illusive possibility? The second question is of course whether the College is taking full advantage of its present strengths, and that is a very broad question indeed. It includes an assessment of the numbers of students in the various departments. Are there as many as the faculty can profitably teach? It includes not only effective use of the strength of a particular department, but the advantages that may come from easy association among departments.

The program of coordination in the sciences continues to prove valuable and will be ready for detailed report next year. Miss Taylor notes too the impetus given work in mediaeval studies this year through the Marjorie Walter Goodhart Mediaeval Library, which came to Bryn Mawr through the generosity and interest of the late Howard Goodhart. Coordinated work in these and other areas would undoubtedly be advanced if the professors interested had more time or staff available.

Shortage of time more generally has prevented detailed and comparative study of the Graduate School. The School is an unusual experiment, so interesting to those who take part in it that this whole analysis may seem to fall into a category not intended, the category of special pleading. This is not the place for special pleading, nor for the intensive study of the Graduate School which might usefully be prepared to present Bryn Mawr's experience. Such a study should include the achievement of the graduates as well as the faculty. It would have plenty of difficulties to review and analyze, but along with them would be important values such as those noted briefly in Miss Taylor's report.

DEAN TAYLOR AND DEAN BLISS

Dean Taylor retires after twenty-five years on the faculty and ten years as Dean of the Graduate School. In both positions her service has been the source of the greatest possible strength for the College. Faculty and students alike appreciate the wisdom and fairness of her administrative work. Students who studied with her would be agreed that her teaching exacted their utmost care, sent them searching for a greater range in their own powers, and helped them to find new insight into the Roman world and the western world more generally. Colleagues also found her scholarship a source of new insight and a most substantial contribution to present-day research.

Through the planning of a committee of colleagues headed by Miss Marti, Mrs. John Gordan, and Mrs. Walter Michels, a day of celebration in Miss Taylor's honor was held on May third. Colleagues and friends from many universities and cities came to lunch with her, to hear Dr. Arthur Darby Nock speak on "Natural Law and the Romans," and to see *Gallicanus*, which the students put on in the Cloisters.

Dean Taylor's successor was sought by a committee of the Board and the Faculty among the productive scholars who would find it possible to continue research at Bryn Mawr and devote part-time to the work of the dean. It was a great satisfaction to this committee to recommend as its first choice Dr. Eleanor A. Bliss, Assistant Professor in the Department of Preventive Medicine at Johns Hopkins University Medical School. Dr. Bliss's work on antibiotics will be continued at Bryn Mawr under a grant from the National Institutes of Health. She brings to the College not only the qualities of a scholar but a combination of knowledge of Bryn Mawr through her undergraduate work and her membership on the Board and knowledge of graduate programs and research at Hopkins.

THE UNDERGRADUATE SCHOOL

The Undergraduate School was notable for its unexpectedly large numbers and notable also for the level of achievement. The Senior Class was the second to graduate four students *summa cum laude* and 55.7 per cent of the seniors took their degrees with honors.

The new class of 1955 was interesting and able. Like other Freshman classes it presented some spectacular figures and some disappointments, but no tragedies and a great deal of promise. In the absence of Mrs. Broughton for sabbatical leave the Freshman Class was the special responsibility of Miss Catherine Fales, who had just completed a year as Lecturer in Biology. Miss Fales was extremely able and understand-

ing. She had and merited the appreciation of both students and colleagues.

Mrs. Samuel Paul took over Mrs. Broughton's work as Director of Admissions, adding it to her considerable responsibility in the President's Office. Her report indicates the interest of the year and the character of the incoming class. No report, whether her own or that of any of her colleagues, could do justice to the work on admissions she so ably performed. Her judgment of visiting candidates was sure and her interest in them so quick and genuine that they felt quite rightly that they had talked with a friend.

More generally too the year was a good one. The undergraduates maintained their own government wisely and efficiently and took major responsibilities in the life of the College. As before they made the chief parts of the plan for Freshman Week and put it into operation. They served as campus guides, doing a job that seemed to the staff better than any that had been done before.

Like other members of the College they also undertook a number of special projects. They concerned themselves with costs and the problem of increasing fees and they planned and made the valuable study of counselling which Dean Marshall reports at some length.

Dean Marshall presents an estimate of the number of students who require and take jobs to help support themselves. She notes the seriousness of the financial problem for many students and the increasingly large program of scholarships and loans required to help them solve this problem.

COSTS, SALARIES, AND FEES

From a financial point of view the year was particularly hard, for a series of factors indicated very definitely the need for new income at a rate faster than new funds for capital or income could be raised.

The previous year had closed with a deficit of \$6,753, even though almost no expenditures for new work on buildings and grounds had been undertaken. No new work was contemplated in the 1951-52 budget beyond that necessary to put East House in condition for students. Increases in the scale of salaries were included in the 1951-52 budget only in minimal terms, that is, small increases in scale for the instructors, assistant and associate professors, and some of the staff members on lower salaries whose salaries compared least favorably with those for positions outside the College. Working unfavorably for the College budget, as for individual budgets, was the increase in the cost of living.

Fees were studied in relation to costs, and particularly in relation to the need for increased salaries. It seemed fair to raise fees for residence by \$150 and so have students on the average meet the costs of their residence. In this effort to balance the budget for the "hotel function" of the College, it should be noted that no improvements on the residence halls were allowed for, and such improvements should be regularly undertaken as soon as funds permit.

The tuition fee in the Undergraduate School was raised from \$650 to \$700 and that in the Graduate School from \$400 to \$500.

It was recognized that increases in all fees would create serious problems unless offset by larger scholarships. For undergraduate emergency grants \$10,000 was included in the budget. These grants helped but they would have been very inadequate indeed if the alumnae had not instantly raised their regional scholarships and if the Girard Trust Corn Exchange Bank had not granted the College from the Helen D. Groome Beatty Trust \$10,000 to assign to students whose family incomes were low.

The net effect of the increases in fees will be to enable the College to meet higher costs, still calling on any economies that do not too seriously limit college work and life, and to make certain increase in salaries. These will be helpful though not substantial. They do not bring the College to the top in the college group, but as a step in the right direction they will be most welcome.

PROGRESS FOR THE COMMITTEE ON RESOURCES

College budgets slip out of balance almost without anyone's notice, but every dollar raised to balance them takes major effort on the part of many people. Through the work of many people Bryn Mawr enlisted gifts of \$289,786 during the year.

Of this amount \$177,165 was given for endowment, chiefly through the following funds:

Caroline McCormick Slade Endowment Fund	\$70,717
Rufus M. Jones Chair of Philosophy and Religion	39,550
Lily Ross Taylor Fund	5,714
Class of 1902 Fund for Lectures	8,303
The Gertrude Elizabeth Fund for the Classics given by Mrs. Moses S. Slaughter	5,000

The largest single enterprise in the gifts for expenditure was the purchase price for the Scull property toward which \$37,887 was raised during the year. The books were closed at the end of the year with

what the Treasurer kindly called an "open account" instead of a debt of \$14,437. This will be raised as soon as possible.

The Friends of the Library under the chairmanship of Mrs. Jacques L. Vauclain gave the Library a most necessary measure of relief from serious deficits, raising the sum of \$7,212 during the year. The Committee also served the Library in developing for it wider interest among friends and neighbors as well as alumnae.

The newest venture came through the committee on annual giving, organized first among the projects to be undertaken by the group working on resources. Mrs. Douglas Delanoy generously accepted the leadership of this committee, and with an advisory group of parents, presented to some 1200 parents the acute financial problems of the present College. Unrestricted gifts of \$8,424 sent in response to the first appeal indicate the generosity of parents in coming to the aid of the College. They indicate too the success of the work done by Mrs. Delanoy and her committee, all of it done with dispatch and foresight and designed to attack future as well as present exigencies.

To make fund-raising on a long-term basis possible, new work had to be undertaken at the College. In January, Mrs. Francis L. Pell, Jr., was appointed Executive Secretary of the Resources Committee. She helped the Committee develop the new organization and prepare material and was in fact so able in the new appointment that it is hard to think how the College did any fund-raising without her.

THE MARY FLEXNER LECTURES

Isaiah Berlin, Tutor in Philosophy at Oxford, gave extraordinarily stimulating lectures in his series on "The Rise of Modern Political Ideas in the Romantic Age: 1760-1830," and offered various excellent conferences and seminars for students as well. His subject and his treatment of it have been almost equally interesting to historians, philosophers, political scientists, and indeed the first lectures in the series have been of great value to anyone concerned with background of present-day social sciences. The series is a striking example of the value of a lectureship which attacks problems critical for scholars and students in many different fields.

RETIREMENT OF PROFESSOR FRANK AND PROFESSOR DIEZ

Mrs. Tenney Frank retired in June after twenty-six years as Non-Resident Professor of French. One of the most distinguished scholars

in Old French, and specialist in the mediaeval theater, she was a very valuable member of the Department and the College. She was interested in students, talented in directing their work and able to make them feel and respond to the challenge of her exacting standards.

Professor Max Diez completed twenty-seven years on the Faculty in June. In that long career he taught unusually large numbers of students, through new methods and the power of his own gifts making them learn faster than they would ever have thought possible. In large numbers they became his devoted admirers, and they join his colleagues in the College in expressing great appreciation to him.

* * * * *

Working against a projected deficit which ranged from \$88,000 to \$124,000 meant a struggle for economies. Happily income was \$102,870 beyond that estimated. The College is greatly indebted to Mr. Scattergood and his Committee for the productive management of funds, and to all the other members of the Board who helped by their counsel as well as their gifts. Particular appreciation is due to Mr. Francis J. Stokes, whose management of buildings and grounds is based on a combination of economy and efficiency which continually aids the College.

The year closed with a deficit reduced to \$5,898, but it should be noted that in both the estimates and the final accounting approximately \$35,000 was taken down from the "free money" raised during the 1946 campaign to supplement salaries.

Miss Ruby Hansell retired after thirty-six years as Secretary to the President. They were years of devoted and conscientious service which brought welcome support to all three presidents.

In closing my report for 1951-52 I want to express my own appreciation to all members of the College for the pleasure of working with them. This year completes my tenth at Bryn Mawr, but a college presidency is continually new and always, I imagine, beyond the reach of any individual. It is possible only because of the cooperative efforts which go into the making of any college year.

A major strength for me as for all the College is the wisdom and devoted interest of Mr. Charles J. Rhoads, to whom no adequate thanks could ever be expressed.

Respectfully submitted,

KATHARINE E. McBRIDE
President of the College

SUPPLEMENT TO THE PRESIDENT'S REPORT

I

Changes in the Academic Staff of Bryn Mawr College effective October 1, 1951 to September 30, 1952

Leaves, 1951-52

ANNIE LEIGH BROUGHTON, M.A., Dean of Freshmen and Director of Admissions, on sabbatical leave

THOMAS ROBERT SHANNON BROUGHTON, PH.D., Professor of Latin, on sabbatical leave

GRACE FRANK, A.B., Non-Resident Professor of Old French, on sabbatical leave

RICHMOND LATTIMORE, PH.D., Paul Shorey Professor of Greek, on sabbatical leave, Semester II

ARTHUR COLBY SPRAGUE, PH.D., Professor of English, on sabbatical leave

ROGER HEWES WELLS, PH.D., Professor of Political Science, on leave of absence

RICHARD BERNHEIMER, PH.D., Associate Professor of History of Art, on joint appointment with Haverford College, on sabbatical leave

GEORGE P. CUTTINO, D.PHIL., Associate Professor of History, on joint appointment with Swarthmore College, on leave of absence

JOSHUA C. HUBBARD, PH.D., Associate Professor of Economics, on sabbatical leave

HERTHA KRAUS, PH.D., Carola Woerishoffer Associate Professor of Social Economy, on sabbatical leave

ISABEL SCRIBNER STEARNS, PH.D., Associate Professor of Philosophy, on leave of absence

JOE KENNEDY ADAMS, PH.D., Assistant Professor of Psychology, on leave of absence for Semester II

PETER BACHRACH, PH.D., Assistant Professor of Political Science, on leave of absence

Promotions, 1951-52

JOSEPH C. SLOANE, PH.D., promoted from Associate Professor to Professor of History of Art

JOSÉ MARIA FERRATER MORA, *Licenciado en Filosofía*, promoted from Lecturer to Associate Professor in Spanish and Philosophy

ROBERT L. GOODALE, B.MUS., promoted from Assistant Professor to Associate Professor of Music

MARY ZENDER, M.S.S., promoted from Lecturer to Associate Professor of Social Economy

New Appointments, 1951-52

- CATHERINE H. FALES, PH.D., Assistant Dean of the College
 MARION HATHWAY, PH.D., Professor of Social Economy and Director
 of the Graduate Department of Social Economy and Social Research
 WARNER B. BERTHOFF, M.A., Assistant Professor of English
 DONALD R. BROWN, PH.D., Assistant Professor of Psychology
 MAURICE GONNAUD, *Agrégé de l'Université*, Assistant Professor of French
 EUGENE V. SCHNEIDER, PH.D., Assistant Professor of Sociology and An-
 thropology
 GEORGE L. ZIMMERMAN, PH.D., Assistant Professor of Chemistry
 MARY M. CLARKE, M.A., Lecturer in Political Science
 JEAN A. POTTER, M.A., Lecturer in Philosophy
 H. LAMAR CROSBY, PH.D., Visiting Lecturer in Greek
 PAUL JANS, M.S.W., Visiting Lecturer in Social Economy
 THEODOR ERNST MOMMSEN, D.PHIL., Visiting Lecturer in History
 WILLIAM J. ROACH, PH.D., Visiting Lecturer in Old French
 MAX SILVERSTEIN, M.S.W., Visiting Lecturer in Social Economy, Semes-
 ter I
 HOWARD B. WHITE, D.S.Sc., Visiting Lecturer in Political Science
 JOSEPHINE YAGER KING, PH.D., Part-time Lecturer in Political Science,
 Semester I
 LENA L. MANDELL, M.A., Part-time Lecturer in French, Semester I
 JEAN E. GAGEN, PH.D., Instructor in English
 NELLIE E. SANCHEZ ARCE, M.A., Instructor in Spanish
 PATRICIA TROXELL, A.B., Instructor in English
 ANN E. BERTHOFF, M.A., Part-time Instructor in English
 MARIANNE BOGOJAVLENSKIJ, M.A., Part-time Instructor in Russian, on
 joint appointment with Haverford College and Swarthmore College
 NANETTE CLAIR EMERY, M.A., Part-time Instructor in Spanish
 JOHN W. MONEY, M.A., Part-time Instructor in Psychology
 ANNE SIMMONS CORKRAN, A.B., Field Secretary and Assistant to the
 Director of Admissions

Retirements, Resignations, and Expirations, 1951-52

- LILY ROSS TAYLOR, PH.D., LITT.D., Dean of the Graduate School and
 Professor of Latin
 MAX DIEZ, PH.D., Professor of German Literature
 GRACE FRANK, A.B., Non-Resident Professor of Old French
 GEORGE P. CUTTINO, D.PHIL., Associate Professor of History, on joint
 appointment with Swarthmore College

- LINDLEY J. BURTON, PH.D., Assistant Professor of Mathematics
 HEINZ POLITZER, PH.D., Assistant Professor of German
 LENA L. MANDELL, M.A., Part-time Lecturer in French, Semester I
 JEAN A. POTTER, M.A., Lecturer in Philosophy
 THEODOR ERNST MOMMSEN, D.PHIL., Visiting Lecturer in History
 MAX SILVERSTEIN, M.S.W., Visiting Lecturer in Social Economy, Semester I
 HOWARD B. WHITE, D.S.Sc., Visiting Lecturer in Political Science
 JOSEPHINE YAGER KING, PH.D., Part-time Lecturer in Political Science, Semester I
 MARY L. HEUSER, M.A., Instructor in History of Art
 ANNETTE McCORMICK, M.A., Instructor in English
 EDWARD P. MORRIS, B.A., Instructor in French
 ANN E. BERTHOFF, M.A., Part-time Instructor in English
 NANETTE CLAIR EMERY, M.A., Part-time Instructor in Spanish
 HELEN MANNING HUNTER, M.A., Part-time Instructor in Economics
 JOHN W. MONEY, M.A., Part-time Instructor in Psychology
 ISABEL H. WITTE, A.B., Part-time Instructor in History
 ANNE SIMMONS CORKRAN, A.B., Field Secretary and Assistant to the Director of Admissions

SUPPLEMENT TO THE PRESIDENT'S REPORT

II

Faculty and Staff Publications for the Year October 1, 1951 to September 30, 1952

- DEBORAH S. AUSTIN, M.A., Instructor in English
 Poem—"October Invocation to a Mythical Bird," *The Yale Review*, XLI, No. 3 (Spring 1952), 360.
- PETER BACHRACH, PH.D., Assistant Professor of Political Science
 Compiler and Editor *Abstracts of Completed Doctoral Dissertations for the Academic Year 1950-51*, (External Research Staff Paper, *Abstract Series*, No. 1), Department of State, Washington, D. C., March 1952. (In collaboration with Arthur P. Dudden.)
 "The Right to Work: Emergence of the Idea in the United States," *The Social Service Review*, XXVI (June 1952), 153-164.
- ERNST BERLINER, PH.D., Associate Professor of Chemistry
 "Kinetics of the Iodination of Phenol," *Journal of the American Chemical Society* 73, (1951), 4307-4311.
 "The Succinylation of the Naphthols," *Ibid.*, 73, (1951), 4970-4971. (In collaboration with S. B. Daniels and A. Surmacka.)

"Synthesis of 6-Methylaceanthrene," *Ibid.*, 74, (1952), 536-537. (In collaboration with Louis F. Fieser.)

"Nucleophilic Displacement in the Benzene Series," *Ibid.*, 74, (1952), 1574-1579. (In collaboration with Louise C. Monack.)

FRANCES B. BERLINER, PH.D., Instructor in Chemistry

"Hydrogenated Vinylcyclohexene-Dimer," U. S. Patent 2,590,971 (1952). (In collaboration with H. L. Johnson.)

"Esterified 4-Vinylcyclohexene," U. S. Patent 2,598,263 (1952). (In collaboration with H. L. Johnson.)

RICHARD BERNHEIMER, PH.D., Associate Professor of History of Art
Wildmen in the Middle Ages, Harvard University Press, Cambridge, Massachusetts, 1952.

"The Martyrdom of Isaiah," *Art Bulletin*, XXXIV (March 1952), 19-34.

L. JOE BERRY, PH.D., Associate Professor of Biology

"The influence of polycythemia produced at high altitude on resistance to infection. II. Effect of period of adaptation and period of recovery on resistance," *School of Aviation Medicine Project Report*, No. 21-35-005 #2 (1951), 1-9. (In collaboration with R. B. Mitchell.)

"*Ibid.* III. The response to *Clostridium botulinum* toxin," *Ibid.* #3 (1951), 1-6. (In collaboration with R. B. Mitchell.)

"*Ibid.* IV. The response to *Diplococcus pneumoniae* infection," *Ibid.* #4 (1951), 1-5. (In collaboration with R. B. Mitchell.)

"*Ibid.* V. The response of Webster's inbred bacterial resistant and bacterial susceptible strains to *Salmonella typhimurium* infection," *Ibid.* #5 (1951), 1-6. (In collaboration with R. B. Mitchell.)

"*Ibid.* VI. The response to influenza A virus infection," *Ibid.* #6 (1952), 1-6. (In collaboration with R. B. Mitchell.)

GERMAINE BRÉE, *Agrégée de l'Université*, Professor of French
Editor *Combray* by Marcel Proust, Appleton-Century-Crofts, New York, 1952. (In collaboration with Carlos Lynes, Jr.)

T. ROBERT S. BROUGHTON, PH.D., Professor of Latin

"New Evidence on Temple-Estates in Asia Minor," *Studies in Roman Economic and Social History in honor of Allan Chester Johnson*, (Princeton, 1951), 236-250.

"Ancient History Bibliography," *American Historical Review*, LVII (1951-1952), 203-204, 495-498, 722-724, 1016-1019.

Reviews in *American Historical Review*, *American Journal of Archaeology*, and *Classical Journal*.

DONALD ROBERT BROWN, PH.D., Assistant Professor of Psychology

"The effect of isolation upon the recall of numbers and nonsense syllables," *The American Psychologist*, VI (1951), 495. (In collaboration with Allen Katcher, Ravenna, Mathews, and Jane W. Torrey.)

"The perceptual consequences of success and failure," *The Journal of Abnormal and Social Psychology*, XLVII (1952), 213-221. (In collaboration with Leo Postman.)

"Personality correlates of perceptual selectivity following failure," *The American Psychologist*, VII (1952), 320. (In collaboration with R. James Yandell.)

"Stimulus similarity and the anchoring of subjective scales of judgment," *The American Psychologist*, VII (1952), 553.

Book reviews in *The American Journal of Psychology*.

RHYS CARPENTER, PH.D., LITT.D., Professor of Classical Archaeology and Holder of the Julius and Sarah Goldman Grant

Book reviews in the *American Journal of Archaeology*, *Art Bulletin*, and *American Historical Review*.

SAMUEL C. CHEW, PH.D., LITT.D., Mary E. Garrett Alumnae Professor of English Literature and Holder of the Mary Hill Swope Grant

Book reviews in the *New York Herald Tribune*.

FRANCES DE GRAAFF, PH.D., Assistant Professor of Russian

"The Verbal Aspects in Russian," *The Modern Language Journal*, XXXVI (1952), 220-223.

Book reviews in *Bulletin of the American Association of Teachers of Slavic and East European Languages*.

FREDERICA DE LAGUNA, PH.D., Associate Professor of Anthropology

"Some Dynamic Forces in Tlingit Society," *Southwestern Journal of Anthropology*, VIII (1952), 1-12.

"Preservation of Archaeological and Ethnological Material in Alaska," *Selected Papers of the Alaska Science Conference (I)*, (1952), edited by Henry B. Collins, Arctic Institute of North America, 52-59.

LINCOLN DRYDEN, PH.D., Professor of Geology

"Biochemistry and Evolution," *American Journal of Science*, Vol. 249 (1951), 859-861.

"How to Drive a Car," *Harper's Magazine*, Vol. 204, (May 1952), 82-89.

ARTHUR P. DUDDEN, PH.D., Assistant Professor of History

Compiler and Editor *Abstracts of Completed Doctoral Dissertations for the Academic Year 1950-51*, (External Research Staff Paper, *Abstract Series*, No. 1), Department of State, Washington, D. C., March 1952. (In collaboration with Peter Bachrach.)

MURIEL FARR, R.N., B.S., Head Nurse

"The Preparation of the College Nurse," *Proceedings of American College Health Association*, XXXII (1952), 45-46.

"Why British Sailors are called Limeys," *Public Health Nursing*, XLIV, No. 8 (1952), 456-458.

JOSÉ M. FERRATER MORA, *Licenciado en Filosofía*, Associate Professor of Spanish and Philosophy

El hombre en la encrucijada, Editorial Sudamericana, Buenos Aires, 1952.

"Comments on the Symposium 'What is Philosophy of History?'" *The Journal*, XLIX (1952), 355-359.

"Wittgenstein oder die Destruktion," *Der Monat*, Heft 41 (1952), 489-495.

"Suárez y la filosofía moderna," *Notas y Estudios de Filosofía*, II (1951), 269-294.

"Francisco Romero: un estilo de filosofía," *Revista Cubana de Filosofía*, II (1951), 15-17.

"Pedro Salinas: el don del lenguaje," *Hispania*, XXXV (1952), 145-146.

Book reviews in *Books Abroad* and *Philosophy and Phenomenological Research*.

MARY S. GARDINER, PH.D., Professor of Biology

The Principles of General Biology, The Macmillan Company, New York, 1952.

MARGARET GILMAN, PH.D., Professor of French

A Critical Bibliography of French Literature, section on "Letter Writers" in Vol. IV, *The Eighteenth Century*, Syracuse University Press, Syracuse, New York, (1951), 13-16.

Reviews of *Connaissance de Baudelaire* by Henri Peyre and *Gérard de Nerval* by S. A. Rhodes, *Romanic Review*, XLII (1951), 298-303.

HERTHA KRAUS, PH.D., Carola Woerishoffer Associate Professor of Social Economy

"Training of Auxiliary Personnel," *International Conference of Social Work News*, IV, No. 2 (1952), 1-4.

"Housing Our Older Citizens," *The Annals of the American Academy of Political and Social Science*, Vol. 279 (January 1952), 126-138.

MABEL L. LANG, PH.D., Associate Professor of Greek

"A New Inscription from Thasos: Specifications for a Measure," *Bulletin de Correspondance Hellénique*, LXXVI (1952), 18-31.

Reviews in *Classical Philology*.

RICHMOND LATTIMORE, PH.D., Paul Shorey Professor of Greek

The Iliad of Homer, University of Chicago Press, Chicago, 1951.

Reviews in *American Journal of Philology* and *Classical Philology*.

HUGUES LEBLANC, PH.D., Assistant Professor of Philosophy

Review of *The Structure of Appearance* by Nelson Goodman, *Philosophy and Phenomenological Research*, XII, No. 3 (March 1952), 447-448.

Review of *Royce's Logical Essays*, Daniel S. Robinson editor, *The Journal of Symbolic Logic*, XVII, No. 2 (June 1952), 142-146.

GERTRUDE LEIGHTON, LL.B., Assistant Professor of Political Science

Review of *The International Court of Justice: Its Role in the Maintenance of International Peace and Security* by Oliver J. Lissitzyn, *Iowa Law Review*, XXXVII (Winter 1952), 330-333.

GEDDES MACGREGOR, B.D., LL.B., D.PHIL., F.R.S.L., Rufus M. Jones Associate Professor of Philosophy and Religion

Christian Doubt, Longmans Green, London, 1951.

Les Frontières de la Morale et de la Religion, Aubier, Paris, 1952.

"The Sceptical Implicate of Religious Belief," *Hibbert Journal*, L (1952), 240-246.

HELEN TAFT MANNING, PH.D., Marjorie Walter Goodhart Professor of History

"Colonial Policy of the Whig Ministers," two articles appearing in *Canadian Historical Review*, XXXIII (September 1952), 203-237 and (December 1952).

BERTHE M. MARTI, PH.D., Associate Professor of Latin and French

"A Crux in Dante's *Inferno*," *Speculum* 27 (1952), 67-70.

"Seneca's *Apocolocyntosis* and *Octavia*: A Diptych," *American Journal of Philology* 73 (1952), 24-36.

MACHTELD J. MELLINK, PH.D., Assistant Professor of Classical Archaeology

Reviews in *American Journal of Archaeology*.

FRITZ MEZGER, PH.D., Professor of Germanic Philology

"Got. Thwastitha," *Zeitschrift für vergleichende Sprachforschung*, LXX (1952), 153.

Report on "Systems of Linguistic Expression, Conceptual Dictionaries, and Dictionaries of Usage," Preliminary Reports for the Seventh Linguistic Congress, London, 1952, 77-85.

AGNES KIRSOPP MICHELS, PH.D., Associate Professor of Latin

Review of *Die Geheime Schutzgottheit von Rom* and *Vesta* by A. Brelich, *Classical Philology*, XLVI (1951), 262-264.

MILTON C. NAHM, B.LITT., PH.D., Professor of Philosophy

Editor *Philosophical Essays, Ancient, Mediaeval and Modern* by Isaac Husik, Basil Blackwell, Oxford, England, 1952, i-xli, 1-358. (In collaboration with Leo Strauss.)

Review of *From Homer to Menander* by L. A. Post, *Journal of Aesthetics and Art Criticism*, X, No. 3 (March 1952), 281.

Review of *Spires of Form, A Study of Emerson's Aesthetic Theory* by Vivian C. Hopkins, *Journal of Aesthetics and Art Criticism*, X, No. 4 (1952), 374-375.

Review of *Freedom and Culture (Unesco)*, *Journal of Aesthetics and Art Criticism*, X, No. 4 (1952), 374.

JOHN C. OXTOBY, M.A., Associate Professor of Mathematics

"Ergodic Sets," *Bulletin of the American Mathematical Society*, LVIII (1952), 116-136.

EUGENE V. SCHNEIDER, PH.D., Assistant Professor of Sociology

"Prospects of Industrial Sociology," *The Midwest Sociologist*, XIV, No. 2 (1952), 11.

Book reviews.

PAUL SCHRECKER, LL.D., PH.D., Visiting Professor of Philosophy

"Answer 4 to Query No. 115—Phronomie," *Isis*, XLIII (1952), 267.

ALEXANDER COBURN SOPER, III, M.F.A., PH.D., Professor of History of Art
The Book of Knowledge, article on "Far Eastern Architecture," re-
vised edition (1952), 5205-5216.

"The Roman Style in Gandhāra," *American Journal of Archaeology*,
LV (1951), 301-319.

"Recent Japanese Literature on the Hōryūji Frescoes," *Far Eastern
Quarterly*, XI (1952), 207-218.

K. LAURENCE STAPLETON, A.B., Professor of English and Political Theory
Reviews in *American Historical Review* and *New England Quarterly*.

ISABEL SCRIBNER STEARNS, PH.D., Associate Professor of Philosophy
Studies in the Philosophy of Charles S. Peirce, Harvard University
Press, Cambridge, Massachusetts, 1952, contributed "Firstness,
Secondness and Thirdness."

"Reason and Value," *The Philosophical Review*, LXI, No. 1 (1952),
3-13.

MAXINE WOOLSTON, PH.D., Lecturer in Economics
Basic Information on the American Economy, Stackpole Company,
Harrisburg, Pennsylvania, 1952.

DOROTHY WYCKOFF, PH.D., Associate Professor of Geology
"Metamorphic Facies in the Wissahickon Schist near Philadelphia,
Pennsylvania," *Bulletin of the Geological Society of America*,
LXIII (1952), 25-58.

REPORT OF THE DEAN OF THE COLLEGE

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1951-52:

SCHOLARSHIPS AND LOANS

The increasing financial difficulties which face colleges and universities throughout the country are under continuous discussion. No academic group is more vitally concerned or more deeply interested in this discussion than the current undergraduates themselves. They are realistic about the value of their education and about its price. Their resourcefulness in solving problems and their willingness to assume responsibility in meeting serious academic difficulties were apparent when the College was forced to announce the increase in student fees to be effective for the coming year. The undergraduate who needs to pay or help pay her own expenses has several possibilities before her. She may work during the summer or during the college year. She may reduce her expenses to a minimum by living simply and budgeting available funds with the utmost care. She may apply for a scholarship, grant or loan.

The number of students who work has increased in recent years. We do not have accurate figures covering a sufficiently long period to present an exact picture. Nevertheless excerpts from the information available show both the large percentage of the student body employed and the substantial amounts earned. In the summer of 1951, 189 students were employed and the total reported earnings were \$37,829 (or an average of approximately \$200 per student). In the first semester of 1950-51, students who worked during the college year were asked to keep account of their earnings for a period of seven months. The 278 students employed reported earning \$15,646. Both the totals I have used are undoubtedly on the conservative side. In the future we will be in a position to present a clearer picture which will be, I think, impressive beyond our expectations. It seems to me that the idea of holding a summer position or work during the college year has become an accepted part of the educational picture for a very wide-ranging group of students. Aside from the financial motive, the value of work experience and the reluctance to spend summer holidays idly cause more and more students to seek employment. For this series of reasons many colleges like Bryn Mawr have in recent years increased both the variety of paid jobs open to students and the rate of pay.

Another solution—at least a partial one—to the student's problem of rising costs is to live as simply as possible. In the present day colleges, there are certainly many signs of simplicity. For example, there is no need for an elaborate wardrobe and charges for campus entertainments and organizations are kept to a minimum. Recently one group of undergraduates at Bryn Mawr estimated that annual expenses beyond tuition and residence for a student who wished to exercise moderate care could be met by \$150. The estimate seems high to a second group of students with whom I have talked, who are entirely responsible for earning their spending money.

Earning power and strict budgeting rarely provide enough money for the education of a student with severe financial difficulties. Most must depend upon financial assistance in the form of scholarships, grants or loans from their own college or from outside educational institutions or foundations.

In the past twenty years an average of approximately 27 per cent of all undergraduates have received financial assistance in the form of a scholarship awarded on the basis of achievement and need, or a grant awarded on the basis of need and evidence that scholarship level of achievement might be attained in the future. The main purpose of the scholarship program is to make certain that able students of limited financial resources will not be kept from the College. In recent years financial problems have become increasingly pressing both to the College and to the families of individual students. The College has been forced on two occasions to increase charges to students, and families in many cases have been forced to ask for higher amounts of scholarship assistance. The result has been that larger sums have been required to insure the able students' being able to continue in college. For example, in 1941-42 the total amount of the scholarship program was \$53,000, which covered awards of an average value of \$400 to 26 per cent of the student body. In 1951-52 the average value has risen to \$600 and the cost of maintaining 24.5 per cent of the students on scholarship has risen to \$90,000.

The scholarship program is supported by endowed scholarships, annual gifts from alumnae, from friends of the College, and from outside organizations, and by the sums raised annually by Alumnae Regional Scholarship groups throughout the country. Gifts for scholarships and the support of the Alumnae Regional committees have increased to meet the greater need. In 1941-42, regional scholarships had a total value of \$13,000 and other gifts of \$13,500. In 1951-52 the value of regional scholarships



has increased to \$28,000 and other gifts to \$21,500. Even with such splendid support, the College budget has had to absorb a substantial amount of the ever-increasing costs.

Bryn Mawr is fortunate in being able to supplement its scholarship program by granting loans to students from two funds. One of these, the older of the two, is the Students' Loan Fund of the Alumnae Association and the second is the Mary Hill Swope Loan Fund, established in 1945 by a gift of Mr. and Mrs. Gerard Swope. In general, loans are taken to help meet basic college expenses and are most often in the amount of \$200. During the last ten years a total of \$35,210 has been borrowed by 180 students. The number of students taking loans in the course of a single academic year has varied from 9 to 35, and the annual amount loaned has varied between \$1,650 and \$6,335. Women students, particularly those who plan prolonged professional training or those who know they will marry immediately after finishing college, are naturally hesitant to accumulate debts. Nevertheless, the effectiveness of the Alumnae Association Loan Fund and the Mary Hill Swope Loan Fund has been remarkable. If all scholarship students and all students receiving loans were listed under a single heading such as "students receiving financial aid from the college," the total would frequently include one-third of the undergraduate enrollment.

The students themselves and the College have worked extremely hard to meet increasingly serious financial difficulties. Although the achievements have been substantial, much remains to be done. We badly need additional scholarships, especially larger ones carrying the value of full tuition and more, and continuing scholarships which apply to all four years of a college course. The necessity for a good program for financial assistance seems to me to increase proportionately with the difficulty of supporting it. If the groups from which we draw able students are not to become too restricted, we must continue to work for additional support.

ENROLLMENT

The total undergraduate enrollment for 1951-52 was 604 students, the largest number in the history of the College. The senior class of 155 students was the largest ever graduating in any one year, the second largest graduating class having numbered 133 in 1950. The total enrollment included 36 students of foreign citizenship, 5 students spending their Junior Year Abroad, and 19 students entering on transfer from other colleges.

STUDENT ACTIVITIES

The nature and scope of undergraduate activities is always most difficult to describe adequately. This year I should like to mention particularly one student undertaking which seems to be of special interest. At the request of the College Council, student officers drew up a questionnaire designed to discover student opinion on all aspects of counselling at Bryn Mawr. The results of this questionnaire were tabulated by students and then discussed with members of the administrative staff. The questionnaire included all phases of counselling now available at the College: academic, personal, psychiatric and vocational. Students were asked to evaluate the efficiency both of special branches of the various services and of the total plan.

Among upperclassmen, 66 seniors, 52 juniors and 61 sophomores replied. Of these, the largest number found the present system totally adequate for their needs (37 seniors, 30 juniors and 29 sophomores), although some students felt that more information and "publicity" were needed on the counselling available.

Students were asked to note any changes which they thought desirable and also any defects which they found in the present system. The changes suggested were as follows: 16 students asked for closer contact with members of the faculty and 15 believed that a formal plan for faculty advisers should be put into effect; 8 students (including 6 sophomores) thought that academic problems of the freshman year were particularly bewildering and wanted more counselling at that particular point; 7 students wished to see the facilities for vocational counselling expanded to include more testing and more opportunity to talk with faculty members and guests of the College on opportunities in professional fields; 7 students thought more information on the various courses and majors in the College necessary; 7 students felt the need for a college chaplain. No other changes were suggested by more than one or two students.

Among the criticisms of the present system, the one most consistently mentioned was that members of the administrative staff, particularly deans and wardens, were considered too busy to give adequate time to student problems. Some students (5) thought that wardens should have no college duties beyond those of their positions as heads of the halls of residence. Many students expressed some reluctance to ask for advice because they felt their problems would be considered too trivial. Others felt that a college counsellor must take an "official" point of

view and also wished their problems considered by those who had no professional connection with the College itself.

Students were also asked what source of advice had been most helpful at the time of their most serious problem. Many said they had had no serious problems. Others listed family (31), friends (51), "myself" (10), members of the administrative staff or faculty (42), fellow students (31), and ministers of their churches (6).

Information given in reply to a question on when the need for counselling was greatest showed the least divergency among answers: 85 students answered the freshman year and 57 the sophomore year.

The questionnaire brought to light much student opinion which will be extremely helpful as we continue our evaluation of the counselling services offered to students. Students approached the whole problem with characteristic maturity and independence. In my discussion with many of them concerning the results of the questionnaire, I found the carefully considered criticisms which I have mentioned. No single criticism, however, seemed to be so important as a fear of "over-counselling" which might curtail the freedom to learn by personal experience.

In closing, I should like to say how much I enjoyed working with Miss Catherine Fales, Assistant Dean of the College, who advised the junior class and also, in Mrs. Broughton's absence, the freshman class. I should like to express my appreciation to Miss Sidney Donaldson, Secretary to the Dean, for her constant helpfulness and her willingness to deal with the many complexities of the Office of the Dean. I should also like to thank Miss Margaret Irwin, Secretary in the Office of the Dean, for the quiet and cooperative efficiency of her work.

Respectfully submitted,

DOROTHY N. MARSHALL
Dean of the College

SUPPLEMENT TO THE DEAN'S REPORT

I. Statistics of Undergraduate Students, 1951-1952

Summary of Registration by Classes

Class of 1952	155
Class of 1953 (Including 5 having Junior Year abroad)	128
Class of 1954	150
Class of 1955	170
Special	<u>1</u>
TOTAL	604

Geographical Distribution ***

	<i>Number</i>	<i>Percent</i>	
United States residence and citizenship:			
Middle Atlantic States	297		49.2
South Atlantic States	86		14.2
New England States	65		10.8
East North Central States	56		9.3
West North Central States	17		2.8
Pacific States	17		2.8
West South Central States	16		2.6
East South Central States	5		.8
Mountain States	<u>3</u>	562	<u>.5</u> 93.0
Foreign residence, United States citizenship:			
Argentina	1		
Dominican Republic	1		
France	1		
Germany	1		
Pakistan	1		
Switzerland	<u>1</u>	6	<u>1.0</u>
Foreign citizenship:***			
China	7		
Great Britain	6		
France	5		
Germany	3		
Denmark	2		
Netherlands	2		
Spain	2		
Austria	1		
Czechoslovakia	1		
Iraq	1		
Japan	1		
Russia	1		
Venezuela	1		
"Displaced Persons"	<u>3</u>	36	<u>6.0</u>
		604	100.0

The students come from 37 states, the District of Columbia, and 20 countries other than the United States.

* Classification as employed by U. S. Bureau of the Census, Washington, D. C.

** Students having the Junior year abroad are classified under U. S. residence.

*** This listing is by citizenship, and not necessarily by residence.

<i>Average age in the Senior Class (October 1951)</i>	20 years 7 months
<i>Number of schools preparing the 604 students</i>	429 schools, and 34 colleges or universities (or foreign matriculation examinations) from which students entered on transfer.
<i>Number of schools at which final preparation was given</i>	315, of which 165 were public schools and 150 were independent schools, and 34 colleges or universities (or foreign matriculation examinations) from which students entered on transfer.
<i>Daughters of Bryn Mawr Alumnae in the Undergraduate School</i>	47

Percentage of Majors in Each Field

Comparative figures for five years
(Computed from figures for the two upper classes as of April)

MAJOR	1947-48	1948-49	1949-50	1950-51	1951-52
Biology	4.5	7.5	8.0	4.6	4.0
Chemistry	4.1	8.4	8.0	4.2	5.4
Classical Archaeology	2.9	2.5	2.5	2.7	3.3
Economics and Politics	17.9	..	..	..	..
Economics .....	..	3.2	2.5	3.9	2.9
Political Science .....	..	12.3	10.0	11.6	11.2
English	13.4	11.9	18.2	18.5	19.9
French	4.5	5.4	5.2	6.9	6.2
Geology	1.6	1.6	1.2	3.1	3.3
German	5.3	3.3	3.6	5.0	3.6
Greek .....	.8	1.2	1.2	..	..
History	13.4	13.3	9.2	9.7	11.2
History of Art	5.6	7.1	8.0	6.9	6.6
Italian .....	.8	..	..	..	..
Latin	1.6	1.2	.8	1.6	1.8
Mathematics	2.9	2.5	1.6	..	..
Philosophy	5.6	4.5	5.6	8.1	7.6
Physics	1.2	1.6	1.2	1.6	.7
Psychology	7.4	7.9	8.4	5.0	4.3
Russian .....	..	..	.4	.8	1.1
Sociology and Anthropology.	3.6	2.1	2.0	2.3	2.9
Spanish	2.9	2.5	2.0	3.5	3.6
No Major .....	..	..	.4*	..	.4**
TOTAL PERCENTAGES IN ALL FIELDS	100.0	100.0	100.0	100.0	100.0
TOTAL MAJORS IN ALL FIELDS (Junior and Senior Classes)	245	242	249	259	276

Students enrolled autumn 1950 who did not return autumn 1951 (other than those graduating June 1951 and those spending the Junior Year abroad):

Marriage	26
Study elsewhere	9
Health	9
Academic	4
Other (travel; finances; "personal reasons")	16
TOTAL	64

* Student having Junior Year abroad; no Major Work plan on file.

** Foreign student assigned to Junior Class; no Major Work plan on file.

II. Statistics of the Class Entering Autumn 1951

Total entering: 189 (including 19 transfer students)

<i>Preparation of students entering as Freshmen:</i>	<i>Number</i>	<i>Percent</i>
entirely in private schools	81	47.6
entirely in public schools	70	41.2
in both private and public schools	19	11.2
TOTAL	<u>170</u>	<u>100.0</u>

Colleges and universities from which students entered on transfer:

In the United States: Colorado College, Cornell University, Bennett Junior College, Hockaday Junior College, Mount Holyoke College, Pembroke College of Brown University, Ripon College, Smith College, Sweet Briar College, Syracuse University, Vassar College, Wellesley College, College of William and Mary.

Foreign academic institutions or examinations: N. Zahle's School, Copenhagen, University of Freiburg, Hungarian Matura Examinations, French Baccalaureat Examinations, German Abitur Examinations.

Geographical Distribution (at time of entrance):

<i>United States residence and citizenship:</i>	<i>Number</i>	<i>Percent</i>
Middle Atlantic States	92	48.7
South Atlantic States	25	13.2
East North Central States	22	11.6
New England States	21	11.1
West South Central States	7	3.7
Pacific States	3	1.6
West North Central States	2	1.1
East South Central States	2	1.1
	<u>174</u>	<u>92.1</u>

Foreign residence, United States citizenship:

France	1	.5
--------------	---	----

Foreign citizenship:

Great Britain	2	..
China	2	..
Denmark	2	..
Holland	2	..
France	2	..
Austria	1	..
Germany	1	..
Venezuela	1	..
"Displaced Person"	1	..
	<u>14</u>	<u>7.4</u>

TOTAL ADMITTED	<u>189</u>	<u>100.0</u>
-----------------------------	------------	--------------

Average age October 1, 1951 (170 Freshmen).....17 years 10 months

Students in the entering class who are daughters of Bryn Mawr alumnae..... 6

Respectfully submitted,

MARIAN C. ANDERSON
Recorder of the College

6

REPORT OF THE DEAN OF THE GRADUATE SCHOOL

To the President of Bryn Mawr College

Madam:

The report which I have the honor to present this year is in two parts. The first deals with the year 1951-52 and is accompanied by statistics and by a report from Professor Hathway of the Department of Social Economy. The second part is a brief report on my ten years as Dean of the Graduate School.

THE ACADEMIC YEAR 1951-52

The registration of the Graduate School (147) was identical with that of the previous year but decidedly smaller than that of the peak year 1949-50 (175). There was a large proportion of advanced students whose seriousness was reflected in the number of applications accepted for the Ph.D., twenty-four, a number equal to the combined totals of the two previous years. It is to be noted that students do not apply for candidacy until they are well advanced in their work and are not accepted until their abilities and interests are well known to their instructors.

The Graduate Committee, as a result of recommendations from the Committee on the Revision of the Calendar, simplified some of the rules for the M.A. and the Ph.D. and recommended to the Faculty certain changes in language requirements which were accepted. Instead of the general requirement of French and German for candidates for the Ph.D. and for most M.A. candidates, the present requirement is a reading knowledge of two languages, the languages to be fixed by the departments. For the Ph.D. at least French and German are still the preferred languages. They are required by twelve of the twenty-two departments which offer work for the Ph.D.; in a number of other departments substitutions for French and German are accepted only under very special circumstances.

On language requirements for the Ph.D. in Social Economy the Faculty accepted the recommendation of the Graduate Committee and voted to require only one language—usually French. The Committee, in making its recommendation, took account of the lack of material in other languages for the social economist and of the heavy requirement in Statistics to be made of all Ph.D. candidates in the field.

The Graduate Calendar, like the Undergraduate, was rewritten this year, though the revision was far less radical. The Committee, consisting of Professors Caroline Robbins, Ernst Berliner, and the Dean of

the Graduate School as Chairman, examined some fifteen graduate catalogues, rewrote and rearranged the general material, and requested much fuller departmental statements. Accordingly, in the new Calendar there is a statement under each department giving information on special departmental requirements for graduate work and for advanced degrees.

A significant development in the Graduate School this year has been the reorganization of the Department of Social Economy under the direction of Professor Marion Hathway. I attended two meetings of the Department and took part in the discussion of the requirements for the M.S.S. degree and the new plans for the Ph.D. I attach to my report Professor Hathway's account of the year's work in the Department. The relations of the Department with social agencies, both public and private, make an important contribution to the contacts of the College with the community.

The Child Study Institute is also significant for our relations with the community, and it is gratifying that more students will, in its expanded quarters in West House, be able to share in the work of the Institute. The reopening of the Phebe Anna Thorne School in West House will also provide wider opportunities for training in Education.

There were various awards to members of the Graduate School which will enable them to continue their research for the Ph.D. Our own Fanny Bullock Workman Fellowships went to Miss Helen Dow in History of Art and Miss Elsa Ebeling in Mediaeval History, who will work on their dissertations in France and England respectively. The Ella Riegel Fellowship in the award of the Department of Classical Archaeology was given to Miss Clairève Grandjouan for study at the American School in Athens. Fulbright awards went to Miss Ebeling, who accordingly gave up the stipend, though not the title, of the Workman Fellowship, and to Mrs. Avriel Goldberger, in the Department of French, who will study in France. A Fulbright award also went to a former member of the Graduate School, candidate for the Ph.D. in Greek, Helen Hazard Bacon, who will study at the American School in Athens. Fellowships of the American Association of University Women went to Ruth Grun, Scholar in History, who will work on her dissertation in England, and to two former graduate students, both candidates for the Ph.D., Doris Taylor in Latin and Colleen Grimm Sterling in Philosophy, who will pursue their research in Italy and France respectively.

This was an unusually interesting year in the Graduate Center. The foreign students in residence from Scotland, France, Germany, Italy,

Australia, Japan and Malaya showed remarkable ability in adapting themselves to the group as well as to the academic work of the College. It is a good augury for the coming year that two of these students have had their scholarships renewed for a second year. I very much enjoyed the give and take on the frequent occasions when I dined at the Graduate Center. Members of the Faculty and guests of the College, among them various officials of foreign educational institutions and two representatives of the Ford Foundation, were entertained there during the year. It was a particular pleasure to the students to welcome the Dean-elect of the Graduate School, Dr. Eleanor Bliss.

REGISTRATION

The total registration for the entire year was 147. There were 138 students in the first semester. There were 10 withdrawals at the end of the semester and 9 additional students in the second semester. The second semester registration was 137. There were 50 resident students and 97 non-resident students. Eighty-seven of the students did full time work. There were 14 men in the Graduate School.

FELLOWS AND SCHOLARS

There were 10 resident fellows, 1 fellow by courtesy, 1 research fellow, 18 resident scholars, and 13 non-resident scholars.

FOREIGN STUDENTS

There were 29 foreign students in the Graduate School. These included 7 foreign scholars and 1 foreign fellow on an American Association of University Women award.

EXCHANGES WITH THE UNIVERSITY OF PENNSYLVANIA

Four students went from Bryn Mawr to the University of Pennsylvania (2 in English, 1 in Political Science, and 1 in Social Economy). Two students came from the University of Pennsylvania to Bryn Mawr (1 in Classical Archaeology and 1 in Latin).

DEGREES

Seven Ph.D. degrees were awarded at Commencement 1952 (1 in Chemistry, 1 in Classical Archaeology, 1 in French, 1 in History, 2 in Latin, and 1 in Mathematics).

Twenty-two M.A. degrees were awarded (1 in Biology, 2 in Chemistry, 4 in English, 2 in Geology, 1 in Greek, 3 in History, 2 in History of Art, 1 in Latin, 3 in Mathematics, 2 in Physics, and 1 in Psychology).

Fourteen M.S.S. degrees in Social Economy were awarded.

DISSERTATIONS PUBLISHED 1951-52

Department of Chemistry

LOUISE C. MONACK (degree awarded at Commencement 1951).

Nucleophilic Displacement in the Benzene Series by Ernst Berliner and Louise C. Monack.

Reprint from *Journal of the American Chemical Society*, 74, 1574 (1952).

Department of Greek

MARGARET E. REESOR (degree awarded at Commencement 1951).

The Political Theory of the Old and Middle Stoa.

J. J. Augustin Publisher, New York, 1951, 60 pp.

Department of History of Art

ELIZABETH PUCKETT MARTIN (degree awarded at Commencement 1948).

The Symbolist Criticism of Painting, France 1880-1895.

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1952.

Department of Latin

MARTHA WILSON HOFFMAN (degree awarded at Commencement 1951).

The Membership of the Four Major Colleges of Priests from 44 B.C. to 37 A.D.

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1952.

Department of Philosophy

WADAD HABIB (degree awarded at Commencement 1951).

The Uniqueness and Intelligibility of Value.

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1952.

Department of Physics

BEATRICE S. MAGDOFF (degree awarded at Commencement 1948).

The Crystal Structure of p-Di-tertiary-butylbenzene.

Reprint from *Acta Crystallographica*, Vol. 4, Part 2, March 1951,
pp. 176-180.

and

Forbidden Reflections in the Harker-Kasper Inequalities.

Reprint from *Acta Crystallographica*, Vol. 4, Part 3, May 1951,
pp. 268-9.

Department of Political Science

JOSEPHINE YAGER KING (degree awarded at Commencement 1950).

*The Concept of the Two-Party System in American Political
Thought 1789-1888.*

Microfilmed by University Microfilms, Ann Arbor, Michigan,
1951.

RUTH C. LAWSON (degree awarded at Commencement 1947).

*The Compromis in International Arbitration and Judicial
Settlement: A Study in the Evolution of the International
Judicial Process.*

Microfilmed by University Microfilms, Ann Arbor, Michigan,
1951.

Department of Psychology

MYRTLE CORLISS NASH (degree awarded at Commencement 1950).

*A Quantitative Study of Effects of Past Experience on Adapta-
tion-Level.*

Microfilmed by University Microfilms, Ann Arbor, Michigan,
1952.

Department of Social Economy

FLORENCE HOLLIS (degree awarded at Commencement 1947).

*Casework in Marital Disharmony: with Emphasis on the Part
of the Wife in this Disharmony.*

Microfilmed by University Microfilms, Ann Arbor, Michigan,
1951.

THE YEAR'S WORK OF THE GRADUATE DEPARTMENT OF SOCIAL ECONOMY

The Director of the Graduate Department of Social Economy and Social Research submitted the following report of the work of the Department for the year 1951-1952.

The full-time student body numbered 34 (15 second-year and 19 first-year). Twenty-eight women and 6 men are included in the full-time group. Two candidates for the Ph.D. are not included in these figures, nor are 2 special students, each admitted to a single course. Fourteen students were granted the M.S.S. degree in June 1952.

Social agencies providing field work practice numbered 18. With one exception (research), the field placements for the 34 students this year have been in case work, including family service, child welfare, medical social and psychiatric social agencies.

New placement centers added this year include the County Institution District of Delaware County and The Family Service of Lehigh County, Allentown, Pennsylvania.

Four general meetings of field work supervisors were scheduled. A special committee studied program content of the meetings and submitted recommendations for orientation sessions for all supervisors new to student supervision at Bryn Mawr. Under Miss Zender's leadership, these were carried through during the second semester. Miss Hathway has visited all field work centers now in use and has met several times with the supervisor's group.

Full-time faculty members and the special lecturers have devoted three meetings to curriculum discussion and the staff has spent many hours between these meetings on study of the curriculum. Executives and supervisors of cooperating agencies were also engaged in curriculum discussions, using the new Curriculum Policy Statement of the American Association of Schools of Social Work as a point of departure.

The changes incorporated in the 1952-53 calendar provide: (1) change in dates at which field work begins and ends. First-year students will begin case work and field work January 1st, 1953, and will end case work and field work June 30th; (2) admission of a small number of students interested in group work concentration. The first year for these students will include case work and field work in a case work agency. The second year will include additional group work theory and field practice in group work; (3) the inclusion in the first semester of the first

year of a brief unit of work in the structure and function of the social agency. This will be brought to an end at the beginning of Christmas vacation immediately preceding the date at which case work theory and field work practice begin; (4) the requirement of group work in the first year program of all students; (5) expansion and revision of content of the units Physical and Psychological Development of the Individual and Problems of Physical and Mental Disease.

It is believed that these changes will both broaden the scope of the program within the department and make for greater integration of subject matter and field experience.

Faculty study and discussion have resulted in a more definitive statement of requirements and program for the Ph.D. in Social Economy. On recommendation of the Department the Faculty of the College voted not to require a reading knowledge of German, limiting the language requirement to French except in very special cases. At the same time, the requirements for the degree have been expanded to include competence in social statistics.

Miss Turner, who has served as secretary of the Department for six years, retired June 1st. It is impossible to describe the devoted service which Miss Turner has given to the Department during these years nor is it easy to think of anyone who can succeed her.

For the first time, the Department submitted a student thesis in the nation-wide contest sponsored by Smith College for the best piece of student research completed in 1951. Mrs. Dulcine G. Schwartz of Philadelphia, M.S.S. 1951, was awarded first prize for her student thesis entitled "A Study of 86 In-person Interview Cases Referred by Jewish Family Service of Philadelphia to Other Agencies." In accordance with the provisions of the award, the thesis will be published in the *Smith College Studies in Social Work* in October, 1952.

Activities undertaken during the year by the Alumnae Association of the Department under the presidency of Mrs. Carol Scholz included the reception for the new director in November, the one day Institute on Evaluations and Recording under the leadership of Miss Zender and Miss Gayford, and the annual breakfast in May. In addition, the Association raised funds to provide a full tuition scholarship to an entering student in 1952-1953.

Plans were completed to move the Department of Social Economy from its quarters in the Library to the first floor of Cartref and the adjoining cottage known as the Pagoda. The new location is New Gulph Road and Merion Avenue, directly opposite Dalton Hall.

The first floor of Cartref will provide two seminar rooms, three faculty offices, the secretary's office, student lounge and adjoining kitchen, student mail boxes, cloak rooms and telephone. The Pagoda will house the Reading Room and four faculty offices.

The remodelling was undertaken soon after commencement so that the Department might be housed in new quarters by the time the fall semester begins. This move, undertaken primarily to relieve congestion in the Library building where the Department has been housed for many years, will result in a number of gains for the students and faculty. The additional classroom, the student lounge and suitable faculty office space will add greatly to convenience and efficiency of operation of the Department.

TEN YEARS IN THE GRADUATE OFFICE

My retirement this year comes at the end of ten years as Dean of the Graduate School, a position which I assumed when President McBride took office in 1942. My association with the Graduate School goes back far before that date, to student days under President Thomas and to service on the Faculty and for two periods as Acting Dean under President Park. Thus I have had a good opportunity to appreciate the importance of what I venture to call Bryn Mawr's most original educational experiment. No other college has attempted without the equipment of a university to maintain a comprehensive program of graduate work with an organized program both for the M.A. and for the Ph.D. in every department which offers a major. It is a costly program but it has been valuable in bringing to the College and often in holding scholars who otherwise would have been lured by higher salaries to other institutions. The Faculty recognizes the value of graduate teaching for their own investigations and for the wider view it has given them of their own fields and of related fields. The training in the Graduate School has also, I believe, been valuable for the students, who have been able to work in much smaller groups and with closer supervision than is possible in the great universities. We have been fully aware of the limitations of our resources and have refused many excellent students whose special interests could not be adequately met at Bryn Mawr. We have welcomed the wider opportunities for our students which have been provided by the cooperation with the University of Pennsylvania instituted under President Park and Dean Schenck. In various departments we have recommended or required that Ph.D. candidates should have at least a part of their training at a great university or research institute.

In recent years there has been a development of wider contacts with research organizations, particularly in the sciences.

Of special importance at Bryn Mawr has been the cooperative research work among members of various departments. Such work is easier to arrange in a small college than in a large university where the great size of the departments tends to lead to a certain isolationism. The Plan for the Coordination of the Sciences has resulted in joint research in the borderline fields of Biochemistry, Geochemistry, Biophysics and Psychophysics. The program in Mediaeval Studies has grown, stimulated by the gift of the Marjorie Walter Goodhart Mediaeval Library and by the institution by the Directors of the Howard L. Goodhart Fellowship in Mediaeval Studies. There is a great deal of additional cooperation on graduate dissertations. I mention for instance the aid given by the Psychology Department this year to a Ph.D. candidate in Social Economy.

Our Graduate School, like others, has fluctuated in registration because of the war conditions of the past decade. The low point, 1945-46, was 101 students, the high, 1949-50, 175. The Korean war brought another reduction which may be markedly reflected in the registration of 1952-53. Most striking is the variation in the registration in the sciences, where, after a great post-war increase in number of students, there is now a small number of students. Many good applicants have been deflected to positions in government and industry or to work in the larger universities where the government contract offers financial support which we cannot match. In certain other departments where there have been many changes in our own staff and absences, partly because of the demands of the government upon our specialists, there has been a very small registration. That is particularly true of Economics and Politics. It was also true for a time of the registration for the Ph.D. in Social Economy, but in that department there is now a revival of interest in the advanced degree, and a good prospect for a number of candidates in the near future. In general our total number of Ph.D.'s in the past decade has reflected the smallness of our registration in the war years, but, as I indicated at the beginning of this report, there is prospect of a larger number in the near future.

Present opportunities for employment in various special fields of government training programs, the Fulbright awards, and the much larger scholarships offered by other institutions not only cut our own numbers of domestic (not our foreign) applicants for scholarships and

fellowships but led to many withdrawals after the students had accepted our awards for 1952-53. In view of the changed conditions we should perhaps reconsider our fellowship and scholarship program, possibly offering fewer and larger awards. It is particularly important to provide more generous scholarships for first year graduate students in order to induce the best candidates to consider a career of college teaching. Particularly we need to consider the institution of some non-resident fellowships and scholarships which are larger than the tuition scholarships now available. There is an increasingly large group of married students, many of them among our best, and there is always a group of students who, after four years of dormitory life as undergraduates, prefer to make independent living arrangements. Their objection to living in residence, a requirement of our resident scholarships and fellowships, is no reflection on the new Graduate Center opened in 1949.

Except for the liberalization of the language requirements already discussed under the changes made this year, the programs for the M.A. and the Ph.D. have undergone few changes since they were radically reorganized in the thirties. The M.A. program is mainly administered by the major department of the candidate, and, within certain limits there is a good deal of variation in the program from department to department. The Ph.D. program is interdepartmental, with a member of the Graduate Committee outside the student's major department serving as chairman of the candidate's Supervising Committee and often one or more additional members of other departments on the student's committee. These committees, which bring to the candidate and to her instructors contact with other departments, seem to me to have certain advantages over the departmental committees which usually administer the Ph.D. in the larger universities.

Because of the prohibitive cost of printing we have had to give up our requirement that the Ph.D. dissertation must be printed in whole or in part. It is still possible to arrange for the printing of most scientific dissertations for fortunately they can be presented in brief scope, but the situation is different in most other fields. We therefore voted in 1943 to accept microfilming as a substitute for printing. There has been some difficulty in persuading the students to prepare their manuscripts for microfilming within the agreed limit of time, and the situation needs close watching. There is also some question of the value of microfilming as a means of making the dissertation known.

For candidates in Social Economy a new degree, Master of Social Service, was instituted in 1946 to replace the two-year certificate formerly

offered by the Department. Important features of the program are the stress on Social Research and the cooperative course on the Psychological and Physical Development of the Individual. There has been a sound basis of theoretical training in combination with field work in various social agencies. Professor Hathway's report shows the changes and improvements made in the program this year.

The criticism of graduate work and particularly of research training as preparation for teaching, widely made for the past decade or more and brought to public attention by President Truman's Report on Higher Education published in 1948-49, have been extensively discussed in the past few years both in the Graduate Committee and in joint meetings between graduate students and Faculty. The popular indictment of research training as preparation for teaching has been generally rejected in these conferences, but there has also been a realization that we need to do more to fit students for the profession which most graduate students expect to enter. The students have themselves asked for more practice teaching, such as is already available in the work of the demonstrators in the sciences. There has been increasing effort in various departments to provide such training, either by having students conduct discussion in the seminars or by having them from time to time assist in undergraduate work and occasionally meet undergraduate classes.

The Graduate Center, opened in 1949, has proved to be a very pleasant residence for graduate students. The common rooms, including a smoking room on each floor and the students' rooms, are delightfully furnished. The House Manager, Mrs. James W. Hunsberger, like her predecessors in Radnor, Mrs. Frederic A. Keator and Mrs. Robert Irish, has done everything possible for the students' comfort. The hall is well adapted for entertainment. At the opening of college a tea is given each year at which Faculty and Staff welcome the new graduate students, both resident and non-resident. There is also an annual dinner in honor of the Workman Fellow. I have already reported that members of the Faculty and guests of the College are often invited to meals at the Center.

The Graduate Center is in a sense an international house. From about one-fourth to one-fifth of the residents usually come from overseas or Latin America. In addition, there is always a number of Canadian students who are not eligible for the foreign scholarships but are eligible for our domestic scholarships and fellowships.

Bryn Mawr was a pioneer in providing scholarships for foreign women, instituting in 1909 a program which, with varying numbers of scholars, has gone on uninterruptedly until now. In the years of the

depression and in the subsequent war years the number of foreign scholars was decreased, but by action of the Board of Directors in 1946 the number was increased, and since then through our own awards and through scholarships from other sources the group of foreign scholars has reached its largest size. Each year there are scholars whose native languages are French, German, Italian and Spanish; these scholars give a small amount of time to supervised teaching or assistance in the language departments. In addition there is regularly a British graduate scholar who also holds a Sir John Dill Fellowship given by The English-Speaking Union of Philadelphia. The additional foreign scholars chosen from hosts of applicants have come from ten additional European countries and from Turkey, Egypt, India, Malaya, China, Korea, New Zealand, Australia and Japan.

The foreign students have made a great contribution to the social and intellectual life of the Graduate School. They have been very much assisted in their personal adjustment by Professor Martha Diez, appointed Foreign Student Adviser in 1948-49 with responsibility both for graduates and undergraduates. She is constantly consulted on knotty problems of "Immigration and Naturalization" and she provides assistance in planning for vacations and for earning money for essential expenses. The most common college job, both for foreign students and for American students, is "baby sitting", and many of the foreign students have expressed their appreciation of the contact with American family life which has come from this type of paid work. One student, a psychologist, declared that the nineteen homes in which she had been a baby sitter had been a wonderful laboratory for her own investigations.

The Graduate Office still functions under the system set up by Dean Schenck. The Secretary to the Dean of the Graduate School, Doris Sill Carland, who had served for twelve years under Dean Schenck, is still here, carrying efficiently the routine work of the office. To her assistance both in the conduct of the Graduate Office and in my correspondence with professional organizations, in which I have had heavy work during these years, I attribute the fact that, with half-time teaching and my duties as Dean, I have not had to give up or even to diminish appreciably the time available for my own investigations. In addition to Mrs. Carland there is a part-time assistant, Mrs. Ruth Dille, who regularly gives sixteen hours a week to the office and more in times of heavy work like the opening of college and the period when scholarship and fellowship applications are processed.

From my standpoint my contacts with my colleagues on the Graduate Committee and the Graduate Scholarships Committee and in the Supervising Committees of Ph.D. candidates have been illuminating in showing me problems in fields outside my own specialty. I am grateful to my colleagues for their cooperation and their friendliness even in the most heated arguments.

Finally I should like to express my gratitude to my associates in the administration. I owe much to the tutelage of President Park and Dean Schenck during my two periods as Acting Dean. I am deeply grateful to President McBride for the rare combination of independence and wise counsel which I have enjoyed in my ten years in office.

It is with great confidence in the future of the Graduate School that I turn over my office to Dr. Eleanor Bliss.

Respectfully submitted,

LILY ROSS TAYLOR
Dean of the Graduate School

REPORT OF THE ACTING DIRECTOR OF ADMISSIONS

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1951-52:

The 198 new students who entered Bryn Mawr College in September 1952 were selected from a large number of good applicants. They include 18 who transferred to Bryn Mawr from 15 colleges and 14 students of foreign citizenship from 9 countries. Fifty per cent of the 180 freshmen, who were prepared in 131 schools, received all of their preparation in independent schools, 40 per cent were graduated from public schools and 10 per cent were trained in both. Nearly 30 per cent of the members of this class needed scholarships amounting to \$43,450 compared to 26 per cent who received \$29,425 in 1951. This increase, due in part to the increase in tuition, was made possible through the generosity of alumnae and of a widening group of friends of the College. Such notable gifts as those from the George F. Baker Trust, the Lillia Babbitt Hyde Foundation, the Helen D. Groome Beatty Trust, the Edwin Gould Foundation, and the Olive Archibald Huff Memorial Scholarships make it possible for us to aid promising students who could not have come to Bryn Mawr without substantial scholarships.

The Committee on Admissions has reworded the statement in the new College Calendar on the program of secondary school studies recommended for admission to the College. In accordance with the actual practice of the Committee, which is primarily concerned with evidence of the quality of an applicant's work rather than with an exact number of units of study in specific subjects, the new statement omits numbers of units, but describes a school program which would give good preparation for college. It is believed that such a statement will make it clear to school heads and counsellors where our major emphasis lies.

The registration this year appears to reflect a number of trends which should be noted:

1. The tendency to register for college in the senior instead of in the junior year of secondary school. This tendency may be increased by the fact that no consideration is given to junior year scholastic aptitude scores, and that no action on the part of the College encourages early application other than priority of room choice. In any case, the Admissions Office has no measure of progress in registration until the

year preceding entrance, and the processing of applications is crowded into the senior year. A study of means of encouraging early registration would seem worthwhile.

2. A habit of duplicate registration which requires a degree of clairvoyance on the part of the Admissions Committee and requires also the handling of a large number of additional applications. The study of duplicate registration in the Seven Colleges showed that in the spring of 1952, 4,715 applicants prompted the handling of 7,283 applications. All of the Seven College admissions officers are giving serious thought to this question.

3. The offering by the College of competitive scholarships. This increases the number of scholarship applicants but is undoubtedly an important means of discovering able students. The competition for the Lillia Babbitt Hyde Honor Scholarship in Science drew applications from thirty candidates who submitted essays and were admitted by the Committee on Admissions. Of this number three were awarded Hyde Scholarships and fifteen others were able with some financial aid to come to the College.

The "public relations" of the Admissions Office are always of course of paramount importance, and too much thought cannot be given to the character of publications sent out by the College, to our relations with schools, students, and parents, to the amount and direction of travel by college representatives, and to the alumnae themselves who always provide the most effective and valuable contacts with prospective students.

It was a great satisfaction to be able to send to inquiring students the new edition of the College Calendar, the reprint of Edith Mason Ham's picture story, and the new booklet "Science at Bryn Mawr."

Miss Nancy Corkran who succeeded Miss Nancy Martin as Assistant to the Director and Field Representative was a most welcome member of the staff, and the contacts made by so understanding and sensitive a young alumna were of the utmost value. Special appreciation is due to her. During the year, the total record of visits was as follows: public schools 70, independent schools 44, alumnae groups 18; in 54 cities, 17 states, and the District of Columbia.

The experience of substituting for Mrs. Broughton as Acting Director of Admissions during her sabbatical leave was for me an absorbing and rewarding one, and was a privilege which I greatly appreciated. The presence of an inexperienced director always means more work for others in spite of her efforts to learn her own lessons. I am deeply

grateful to the President of the College for her never-failing and never-ending support and understanding. The smooth functioning of the office was due to the hardworking team of which Miss Corkran, Mrs. Robert Vernon, Mrs. John Owens, Mrs. John Barnshaw, and Miss Grace Filler were the members. To them Mrs. Broughton's absence meant more work and more responsibility, but they always met the daily routine as well as the inevitable periods of pressure with good nature and careful efficiency, and to each of them the College and the Acting Director especially owe appreciation and gratitude.

Respectfully submitted

MARGARET T. PAUL
Acting Director of Admissions

REPORT OF THE DIRECTOR OF PUBLIC RELATIONS, 1951-1952

To the President of Bryn Mawr College

Madam:

I have the honor to present the report for the Department of Public Relations:

The functions of the Department in the past year continued to be three-fold: the preparation of regular and special publications, the writing of news releases, and the directing of public relations activities. There continues to be the fullest cooperation from the Faculty, the student officers of campus organizations and from the Alumnae Association in helping to carry out these functions.

It has been possible to obtain advance information regarding travel schedules of faculty members and to notify the alumnae concerned. On some occasions alumnae groups have been able to arrange an additional meeting at which the visiting professor speaks and, in many cases, have facilitated extra press coverage on the visit.

The weekly Press Conference held in the President's Office and the monthly meetings of the College Council have helped in keeping in closer touch with student activities.

Frequent conferences are held with the Editor of the *Alumnae Bulletin* and, throughout the year, the Department has supplied pictures, news items and other material for the alumnae publication.

Through the generosity of a member of the Board of Directors, a library of color slides of the College is being built up. The slides are beginning to replace the Bryn Mawr film and have been shown in many cities during the past winter.

In cooperation with the Committee on the Coordination of the Sciences, which sponsored a series of lectures in memory of Dr. James L. Crenshaw, teachers and senior students from 50 neighboring high schools and private schools were asked to visit the College on the day of each lecture. Demonstrations were held in the science department concerned, followed by a tour of the science buildings and the campus. The plan interested both the schools and the science departments so much that it is hoped to continue with other lectures in other departments in the next year.

A publication prepared by the Department called "Science and the Student at Bryn Mawr" was released at the time of the announcement of the Lillia Babbitt Hyde Honor Scholarship in Science for Freshmen. The cover and drawings in the booklet were made by Fritz Janschka, the

artist in residence. It attracted wide attention among teachers and students and the first edition of 4000 copies was exhausted by the end of the academic year. A reprint will be ready for the fall term.

The College continued to cooperate with the WFIL-TV University of the Air through the presentation of a course entitled "Vital Documents of United States History," conducted by Professor Dudden during the second semester. The committee, appointed by the President, to study educational television, continued to meet throughout the year. Its members are Professor Walter Michels, Chairman, Professor Northrop, Professor Sloane and the Director of Public Relations.

There has been wide newspaper and magazine coverage; the Philadelphia and Main Line newspapers have been especially cooperative. An article, written by Emily Kimbrough '21, was published in *Holiday* magazine. There were pictures and news stories in other national magazines, among them *Time* and *Newsweek*, on the activities of the College. The Education Editors of the *New York Times* and the *New York Herald Tribune* have been also generous in giving Bryn Mawr news space on their pages.

The Department was responsible for Baccalaureate and Commencement arrangements at the close of the sixty-seventh academic year and wishes to give special thanks to Professor Berliner, the Chairman.

The Director of Public Relations has attended the meetings of the Resources Committee as an *ex-officio* member.

Nancy Cupper Strickler, '47, who has been secretary in the Office of Public Relations since December 1950, resigned to live abroad. Her recent knowledge of student groups and activities made her a helpful addition to the Department.

The Department announces with genuine regret the resignation of Mrs. Charles W. David (Margaret Simpson, '35) who since 1945 has been Editor of Publications. Mrs. David gave unstintingly of her time and energies to the College, and through her knowledge of the graphic arts she made a very real contribution. The *College Gazette*, now in its fifth year, was begun through her efforts, and it has become an accepted and valuable medium, linking the College and the community.

Respectfully submitted,

CAROL BIBA
Director of Public Relations

**SUPPLEMENT TO THE REPORT OF THE DIRECTOR OF
PUBLIC RELATIONS****Official Publications****BRYN MAWR COLLEGE CALENDAR**

Finding List issue, Vol. XLIV, No. 4, November 1951

Report of the President issue, Vol. XLV, No. 1, December 1951

Undergraduate Courses issue, Vol. XLV, No. 2, June 1952

Graduate Courses issue, Vol. XLV, No. 3, July 1952

BRYN MAWR COLLEGE GAZETTE, Vol. IV, Nos. 1-8

BRYN MAWR (PICTURE BOOK), January 1952 (reprint)

SCIENCE AND THE STUDENT AT BRYN MAWR, March 1952

BULLETIN OF THE CAROLA WOERISHOFFER DEPARTMENT OF SOCIAL ECONOMY AND SOCIAL RESEARCH, April 1952

REPORT OF THE LIBRARIAN

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the year 1951-52.

The main problem faced by the library as the book collection grows is that of space—space for books and space for working quarters. Three solutions were considered during the past year: the remodeling of the present main stacks in order to increase the volume capacity, a separate storage library, and the removal of the Department of Social Economy to Cartref. The latter was adopted and the space gained has alleviated the problem somewhat. Though the decisions were made and the changes installed so that mention of them may be included in this year's report, the test of their functioning can only be judged after the college has been in session during 1952-53. The changes should be noted, however; they are the Reserve Book Room moved from two small rooms to one unit in the former Social Economy Reading Room, the bibliographical works moved from the overcrowded Reference Room to the former Social Economy Seminar Room, now known as the Bibliography Room, and the Bryn Mawr material moved from the Rare Book Room closet to a former faculty office, thus releasing space for the Marjorie Walter Goodhart Mediaeval Library.

During the summer, books and periodicals pertaining to Social Economy and Education were moved to the library rooms of Cartref and West House. Plans were made also for the establishment of a Sociology and Anthropology Seminar Room.

SIZE AND GROWTH

As of June 30, 1952, the accession book record reached the number 233,410 and the accession pamphlet record 16,792. The two together make a total of 250,202 volumes added to the library since its beginnings. Volumes that have been withdrawn number 15,703, leaving a net total of 234,499. Details of these statistics will be found in the appendix.

Several periodical subscriptions have been dropped because of the high total cost of our periodical charges. Many gift subscriptions were also discontinued, mainly those formerly sent to Social Economy. Some new titles have been added, the total currently received by purchase and gift being 848. New titles, numbering 20, are: *Architectural Record*, *Family Life*, *Cultura Neolatina*, *John Rylands Library Bulletin*, *Journal of Clinical and Experimental Psychology*, *Letterature Moderne*, *Lettere*

Italiane, News, Nineteenth Century Fiction, Oceania, Physical Society, London. Proceedings A & B, Poetry New York, Princeton University Library Chronicle, Psychoanalysis, Revista de Archivos, Bibliotecas Y Museos, Theology Today, Turk Tarik Kurumu. Belleten, U. S. Bureau of Commerce. Survey of Current Business. University of Virginia Bibliographical Papers.

Outstanding purchases were: d'Ancona: *La miniatura Florentine*; Anselm: *Opera omnia . . .*; Ariosto: *Orlando furioso*; Buffon: *Natural History*; Edouard-Joseph: *Dictionnaire biographique des artistes contemporains*; Layard: *The monuments of Nineveh*; L'Orange: *Der Spätantike bildschmuck des Konstantinsbogen*; Montet: *Les constructions et le tombeau de Psousennès à Tanis*; Savonarola: *Prediche de Fra Hieronymo per tutto l'anno*; Talvart: *Bibliographie des auteurs modernes (1801-1927)*; *U. S. Army in World War II*; Zancani-Montuora: *Heraion alla foce del Sele.*

Gifts

Gifts numbering 3,686 volumes were given to the library. Lack of space forbids mention of any but the largest, though gratitude for all is extended to the donors whose names are appended.

The library lost a great friend in the death of Howard L. Goodhart. From his estate came the remainder of the incunabula which he planned to give to Bryn Mawr for the Marjorie Walter Goodhart Mediaeval Library, as well as over 3,000 miscellaneous books.

From the personal library of Professor James L. Crenshaw, many chemistry books were given to that Department's library.

Mrs. Alfred Maclay (Louise Fleischman '06) gave from the library of the late Mr. Maclay 66 volumes published by the Grolier Club.

Mr. and Mrs. Henry A. Loeb (Louise Steinhart '37) very thoughtfully entered a subscription for the library to the Founder's Edition of *Great Books of the Western World* in 54 volumes.

Mrs. William L. MacCoy donated 11 volumes of *Description de l'Egypte*.

Mrs. Jacob Plaut (Alice Sachs '08) continued her gift of art books, 11 being received this year.

Mr. John Frederick Lewis gave the library a copy of Pain's book on Architecture, published in the 18th century.

The Eastern Division of the American Philosophical Association, which held its meeting at the College during Christmas week 1951, gave 94 volumes which were displayed by publishers during the conference.

USE OF THE LIBRARY

Circulation

Figures submitted by Miss Sarah Geist, Head of Circulation and Reference, indicate that the total circulation of books has risen to 43,577, an all time high. The total student borrowings are recorded as 34,761 volumes, making an average of 47.1 books borrowed by each undergraduate student and 42.2 for each graduate student. Looking backward ten years (1941-42), it may be interesting to note that the total circulation for students was 31,195, which total was noted by Miss Lois A. Reed, the Librarian, in her report as "the largest circulation of books which has ever been recorded." This year's total excluded, as usual, books put on reserve, since no true record is available, borrowing statistics not being kept in the Reserve Book Room. This is true also for the Hall Libraries.

The number of music records loaned was 1,953, taken out by 72 borrowers.

Inter-library Loan

Increased demands for books are not confined within the library but continue to swing upward in inter-library loans. Statistics show that this work has grown from 376 volumes lent to 63 libraries in 1947-48 to 504 volumes lent to 106 libraries in 1951-52. We borrowed 405 volumes in 1947-48 and 552 in 1951-52. During the past year we borrowed more from Haverford College than any other library, next from Swarthmore College and then from the University of Pennsylvania; in all, we borrowed from 38 libraries. Bryn Mawr lent more to Swarthmore College than any other library, next to the University of Pennsylvania and then to Haverford College.

In addition, 124 letters were written introducing Bryn Mawr faculty and students to other libraries.

Looking back ten years, the record shows that 318 volumes were borrowed and 142 volumes were lent. The latter figure shows that almost four times as many books were lent by Bryn Mawr in 1951-52 as were lent in 1941-42, a definite sign of increased usage by other libraries of our increasingly fine book collection.

ADMINISTRATION

Funds

There has been no increase in the library appropriation since 1937-38 when \$15,000 was allocated by the Board. However, income from

endowed funds and generous donations, notably from the Friends of the Library, have enabled the library to keep up its purchases of books and serials. Disbursements for these, including binding, amounted to \$25,975.48.

It is a pleasure to mention the great interest and financial help that has been given the library through the newly organized Friends of the Library under the chairmanship of Mrs. Jacques Vauclain (Myra Elliot '08) and her committee of eight; namely, Mrs. Alfred L. Castle (Ethelinda Schaefer '08), Mrs. Edward M. Cheston (Emily Read Fox '08), Miss Emily R. Cross '01, Mrs. John D. Gordan, Jr. (Phyllis Walter Goodhart '35), Miss Adelaide W. Neall '06, Miss Caroline Newton '14, Mrs. Ernest C. Savage (Jane Bell Yeatman '22) and Mrs. J. Stogdell Stokes (May M. Egan '11). Besides the drive for membership and money, the Friends of the Library had two meetings: Miss Caroline Newton spoke on "Random Indiscretions" and Mr. George Vaux arranged for a demonstration of the Spitz Planetarium under the title "An Evening with the Stars." Mr. Louis C. Green spoke on "Some Astronomical Matters in Chaucer, Donne, and Milton," at this time.

Cataloguing

The turnover of staff in the cataloguing department—7 professional and 14 clerical in the past 4 years—has meant that the Head Cataloguer, Miss Jane Walker, has had to spend a great deal of time in training the newcomers to Bryn Mawr's procedures, and means also that the difficult books have to be done by the head cataloguer, the only one with sufficient experience. This is expensive. However, in spite of these disadvantages, the department catalogued over 5,000 volumes, not including the 318 titles added to the Marjorie Walter Goodhart Mediaeval Library. The statistical details of the department's work are outlined in the appendix.

The arrearages have been reduced somewhat, though with a backlog of books numbering in the thousands it is not possible to make much of an inroad on the total with the present staff or the working space available.

It is all too evident that weeding of the book stacks needs to be done systematically but it has not even been attempted because of the burden of the current work. However, obviously worn out books were withdrawn, totaling in all 592 volumes.

The library's holdings in the rarer type of book is always recorded and it is a pleasure to note that the collection now has 60 of the books listed in the *Short Title Catalogue*.

Work in the Russian Collection continues, 79 volumes having been purchased in 1951-52.

The members of the Cataloguing Department also participated in the checking for outside projects—the *Union List of Serials* and the *Union List of Latin American Newspapers*.

Binding

Books and pamphlets were bound at a cost of \$3,251.98. Included in this amount is the binding of serials and books sent outside to our regular binders, which numbered 1196 volumes. Over 500 volumes were "bound" and mended within the library itself.

Exhibitions

There were seven very popular exhibitions in the Rare Book Room. A Visitors Book has been placed in the room and over 500 persons signed the register during the year. The exhibitions in order of display were: *Incunabula* from the Marjorie Walter Goodhart Mediaeval Library; *Henry James Memorabilia* from the collection of Mrs. George Vaux and Mr. Donald Brien; *First editions*; *History of the Book*; *Flower Books*; *Fifteenth century MSS and printings from classical authors* in honor of Miss Lily Ross Taylor, lent by Phyllis Goodhart Gordan '35; *Acquisitions 1951-52*.

Staff

Student assistants continued to help the permanent library staff in many varied ways. There were 40 on the payroll, working an average of 4 hours a week, mainly in the Reserve Book Room. The amount spent was \$2,986.24. It was possible to raise the hourly pay at the second semester from 50 cents to 60 cents for the experienced workers and even in some cases to 65 and 75 cents, depending upon the type of work done.

Resignations included two professional cataloguers, Miss Margaret M. Farrell and Mrs. Dorothy Wennberg; an order librarian, Mrs. Rose Franck Thompson; three non-professional workers, Mrs. Doris H. Darnell, Mrs. Indra Carnarius, and Miss Shirley Saunders.

New appointments were Miss Tané Takahashi, full-time cataloguer, and Mrs. Dorothy McGeorge, part-time order librarian. Employed on a temporary basis, Miss Gertrud Plaut was engaged to catalogue the books in the Marjorie Walter Goodhart Mediaeval Library.

Respectfully submitted,

JANET M. AGNEW

Librarian

LIBRARY STATISTICS

<i>Size and Growth</i>		1951-52	
Total number of volumes in accession record, June 30, 1952		233,410	
Total number of pamphlets in accession record, June 30, 1952		16,792	
Grand total in accession record		250,202	
Total books and pamphlets withdrawn		15,703	
*Total accessioned volumes		234,499	
<i>Accessions</i>		1951-52	1950-51
Added by purchase	2,621	2,355	
Added by gift	1,307	1,276	
Added by binding serials	846	806	
Added by exchange	28	36	
Added by replacement	46	27	
Total books added	**4,848	4,500	
Total pamphlets added	337	432	
Grand total added	5,185	4,932	
Total books withdrawn	542	313	
Total pamphlets withdrawn	51	10	
Total withdrawn	592	323	
Net added	4,592	4,609	
<i>Classification and Cataloguing</i>			
**Titles catalogued	**3,615	3,125	
Volumes and copies added	2,341	2,381	
Volumes recatalogued	97	86	
Cards added to catalogue and shelf list	16,444	14,659	
Cards added to departmental catalogues	3,347	2,877	
Cards sent to Union Catalogue	3,815	3,200	
Haverford cards copied	1,620	1,429	
Swarthmore cards copied	281	176	
Microfilms catalogued	1	7	
<i>Circulation</i>			
Total circulation	43,577	38,244	
Total student circulation	34,761	31,688	
Average number of students	739	702	
Average books per student	47.1	45.1	
Faculty circulation	6,676	6,556	
Outsiders	2,140	2,173	
Number of books on reserve	6,735	7,083	
Average number of graduate students	137	137	
Average books per graduate student	42.2	32.4	
<i>Inter library Loan</i>			
Titles lent	504	588	
Titles borrowed	552	439	
<i>Expenditures</i>	Library	Income from	
	Appropriation	Endowed Funds	Donations
For books	\$7,276.14	\$4,345.30	\$2,191.45
For periodicals	3,402.68	438.90	2,192.76
For binding ...	3,110.54	141.44	.....
For supplies, postage and inter-library loan	2,662.32	.....	213.95
Grand Total ..	\$16,451.68	\$4,925.64	\$4,598.16
			\$25,975.48

* Exclusive of 1009 incunabula in Marjorie Walter Goodhart Mediaeval Library.

** Exclusive of approximately 318 incunabula in the Marjorie Walter Goodhart Mediaeval Library and 542 titles temporarily catalogued.

LIST OF DONORS TO THE LIBRARY

- Joe K. Adams
 Miss Janet M. Agnew
 *Mrs. Richard Aldington
 (Hilda Doolittle)
 *Mrs. Henry I. Anderson
 *Miss Sally S. Ankeny
 Antonio M. Arayo
 *Miss Emily Green Balch
 Ernst Berliner
 *Mrs. Ernst Berliner
 (Frances J. Bondhus)
 L. Joe Berry
 Warner B. Berthoff
 Miss Constance Biddle
 *Miss Eleanor Bliss
 *Miss Ilga Brauere
 *Miss Germaine Bree
 Miss Elizabeth Brittain '53
 *Mrs. Edward M. Cheston
 (Emily Read Fox)
 Charles W. David
 *Miss Frederica deLaguna
 Miss Ann S. Donley '55
 J. F. Doster
 *Mrs. Amelia Forbes Emerson
 Jose Ferrater-Mora
 Henry Field
 *Miss Annette Fischer
 *Miss Olive Floyd
 Miss Albertine Fox
 Miss Helen Frick
 Miss Ruth Fry
 *Miss Mary S. Gardiner
 Joseph E. Gillet
 *Mrs. Edward L. Glaser
 (Ann S. McIntyre)
 Miss Margaret L. Glentworth
 Israel Goldstein
 *Mrs. George D. Gregory
 (Helen Lee Stevens)
 Mrs. Richard Grossholz
 *Mrs. Dora Keen Handy
 *Mrs. Bernard Helman
 (Edith Fishtine)
 *Miss Mary E. Herr
 Charles C. Hilliard
 David Hinshaw
 *Miss Florence Hollis
 Miss Jirina Hrazdilova '53
 Mrs. Roy Arthur Hunt
 *Mrs. Karl Detlev Jessen
 (Myra Richards)
 *Miss Frances Follin Jones
 *Miss Joyce L. Joslyn
 *Mrs. Benton D. King
 (Josephine Yager King)
 *Miss Mabel Lang
 *Miss Ruth C. Lawson
 John Frederick Lewis
 *Miss Bettina Linn
 Mrs. W. B. Linn
 Miss Betty Lipin
 *Mr. and Mrs. Henry A. Loeb
 (Louise Steinhart)
 Mrs. Edward S. Lower
 *Mrs. Alfred Maclay
 (Louise Fleischman)
 Mrs. William L. MacCoy
 Geddes MacGregor
 *Mrs. Samuel Magdoff
 (Beatrice Schwartz Magdoff)
 *Mrs. Frederick Manning
 (Helen Taft)
 Mrs. Horace Martin

* Alumna or former student of Bryn Mawr College.

*Miss Katharine E. McBride
 Samuel K. McConnell
 *Mrs. John T. McCutcheon
 (Evelyn Shaw)
 *Miss Jane H. McIntyre
 *Miss Machteld Mellink
 Walter C. Michels
 Milton C. Nahm
 *Mrs. Walter T. Oakley
 (Helen McKelvey)
 Henry N. Paul
 *Mrs. Jean Piccard
 (Jeannette Ridlon)
 *Mrs. Henry Platov
 (Mariquita Villard)
 *Mrs. Jacob M. Plaut
 (Alice Sachs)
 William R. Ransom
 Conyers Read
 *Miss Margaret E. Reesor
 Charles J. Rhoads
 William J. Roach
 William L. Savage

Miss Agnes E. Schlytter
 William Schoeman
 Joseph C. Sloane
 Mrs. A. B. Solmssen
 A. C. Soper
 Francis J. Stokes
 Miss Norma M. Stone
 *Miss Lily Ross Taylor
 Frederick Thon
 *Miss Marjorie L. Thompson
 A. D. Trendall
 *Miss Helen Tuttle
 Arthur E. Vassilion
 *Mrs. Jacques Vauclain
 (Myra Elliot)
 Mrs. Joseph Wasserman
 Edward H. Watson
 Miss Cleora Wheeler
 Earl Wilson
 Louis R. Winter, Jr.
 Mrs. George Woodward
 *Miss Mary K. Woodworth
 George Zimmerman

* Alumna or former student of Bryn Mawr College.

REPORT OF THE COLLEGE PHYSICIAN

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1951-52.

HEALTH

Reference to the supplement to this report shows an increase under each heading in the five-year summary, especially under those two showing the work of the dispensary. The load for immunizations was greater this year than ever before for several reasons. First: many of the freshmen coming from New York State and neighboring states were not given the immunizations required before admission because of the law in New York prohibiting the giving of these injections during the season in which anterior poliomyelitis was epidemic. That necessitated the immunization of these students during the college year after the termination of the epidemic season. Second: early in February the infirmary was notified by the Department of Public Health and Preventive Medicine of the University of Pennsylvania Medical School that a minor outbreak of Influenza B was appearing in communities adjacent to Philadelphia and that the possibility of an epidemic should be considered. Accordingly, influenza virus vaccine was offered at \$1.00 per person to the students, faculty, staff and employees. A total of 220 individuals were immunized at that time. Third: an increasing number of the members of the faculty and staff availed themselves of the opportunity of receiving antigenic injections and of being immunized before foreign travel. The total number of such visits is included in the record of the work of the dispensary for this year.

As a matter of interest a record was kept of the number of persons immunized before foreign travel and against which diseases their protection was induced. The following is a list of these in the order of frequency:

65	were vaccinated against	typhoid
40	“	smallpox
10	“	typhus
5	“	cholera
4	“	rocky mountain spotted fever

Since in all cases except vaccination against smallpox, the procedure requires two or more doses of the vaccine this list represents nearly 300 immunizing procedures.

In general the level of student health was good. The increase in admissions shown in the supplement to this report was largely due to the increased number of mild upper respiratory infections during the winter months.

EQUIPMENT

Though the fee charged for basal metabolic rate determinations is one half that charged in most hospitals the number of these tests done during any one year produces a considerable amount. This total augmented by small fees for immunizations produces a fund earmarked for new equipment of various types for the infirmary. During the last few years this fund has provided for the purchase of six Gatch beds, so that all rooms for patients except those in the isolation unit are furnished with them. It has also supplied a new and improved type of wheel chair; medical texts including a new fourteen volume edition of *Cyclopedia of Medicine, Surgery, Specialties*; a radio and record player for the sun-room used by students during convalescence; and other smaller items which add to the comfort or enjoyment of the students or to the efficiency of the staff.

STAFF

During the illness of the college physician during the months of January and February, the infirmary made rather heavy demands on the time of Dr. Sharpless, the assistant physician, who was on call at night and through all weekends, and to whom special appreciation is due. For office and infirmary work during the week the health department was fortunate to be able to have the services of Dr. Eloise Lemon, a recent graduate of Women's Medical College. Except for these substitutions the staff was complete.

The sympathetic understanding and complete cooperation of the officers of administration and the interested effort on the part of the staff are continued sources of inspiration and pleasure.

Respectfully submitted,

ELIZABETH HUMESTON, M.D.
College Physician

SUPPLEMENT TO PHYSICIAN'S REPORT

Infirmiry Report

Five-Year Summary

Year	Total Infirmiry Admisisions	Total Infirmiry Days	Average Daily Census	Total Dispensary Visits	Average Daily Number of Dispensary Patients
1947-48.....	627	1297	5.4	3890	16.1
1948-49.....	614	1432	5.96	4057	17.02
1949-50.....	546	1250	5.2	4510	18.7
1950-51.....	537	1269	5.3	6127	25.5
1951-52.....	581	1458	6.0	7182	29.9

Monthly Admission Summary

Semester I 1951-52	September and October 58	November 82	December 51	January 65	Total 256
Semester II 1951 52	February 102	March 87	April 64	May and June 72	325

Infirmiry Diagnosis 1951-52

Diseases of the Psychobiological Unit	Semester I	Semester II	Total
Acute Paranoid Reaction		1	1
Readmission		1	1
Anxiety State	3		3
Readmission	1		1
Fear Reaction	1		1
Depression—Chronic	1		1
Readmission		2	2
Depression—reactive	1	1	2
Readmission		1	1
Exhaustion	3		3
Readmission	1		1
Psychosomatic Episode	2	3	5
Readmission		1	1
Tension State	4	3	7
Diseases of the Body as a Whole			
Influenza		1	1
Grippe	12	24	36
Grippe and Cardiovascular Disease		1	1
Readmission		1	1
Measles	2	2	4
Infectious Mononucleosis	5	3	8
Readmission	1	1	2
Rubella (German Measles)		5	5
Fatigue	26	19	45
Fatigue and Dermatitis Actinica		1	1

	Semester I	Semester II	Total
Diseases of the Skin			
Cellulitis	1	1	2
Furunculosis	1	1	2
Herpes Zoster		1	1
Impetigo with Cellulitis	1		1
Dermatitis Venanata		1	1
Burn		1	1
Contusion	1	1	2
Dermatitis Actinica		1	1
Laceration	3		3
Angio-neurotic Edema		1	1
Pityriasis rosea		1	1
Diseases of the Musculoskeletal System			
Fracture—ribs	1		1
lumbar vertebrae		1	1
toe		1	1
Dislocation of the Patella		1	1
Sprains—back	1		1
Readmission	1		1
sacroiliac		2	2
ankle	2		2
foot		3	3
Myositis	1	2	3
Diseases of the Respiratory System			
Common Cold	77	73	150
Readmission		2	2
Common Cold and Conjunctivitis		1	1
Common Cold and Otitis Media	1		1
Common Cold and Gingivitis		1	1
Common Cold and Laryngitis		1	1
Common Cold and Bronchitis	6	1	7
Common Cold and Asthma		1	1
Common Cold and Dysmenorrhea		1	1
Acute Respiratory Infection	2	1	3
Acute Respiratory Infection and Otitis Media.....		1	1
Rhinitis		3	3
Allergic Rhinitis	1	1	2
Sinusitis	1	6	7
Sinusitis and Tracheitis		1	1
Sinusitis and Bronchitis	2		2
Laryngitis	4	6	10
Laryngitis and Tracheitis		1	1
Laryngitis and Bronchitis		1	1
Tracheitis		3	3
Bronchitis	1	4	5
Streptococcic Lobar Pneumonia		1	1
Pneumonitis	2	4	6
Readmission	1	1	2
Pleurisy and Myositis		1	1
Diseases of the Cardiovascular System			
Cardiac Decompensation	1		1
Diseases of the Hemic and Lymphatic Systems			
Anemia due to menorrhagia	1		1
Cervical Adenitis	1	1	2
Diseases of the Digestive System			
Epidemic Parotitis (Mumps)		1	1
Epidemic Parotitis and Pancreatitis		1	1

REPORT OF THE CONSULTING PSYCHIATRIST

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year, 1951-52:

Activities of the past year closely paralleled those of the past several years. Twenty-six students were seen in consultation for a total of ninety-five interviews. Of this number nineteen were seen more than once. Additional interviews were held with the faculty, staff and wardens.

As in previous years, I enjoyed wholehearted support from the various members of the College family in a position to aid the College Psychiatrist, namely, the administrative personnel, faculty, and wardens. In addition, I wish particularly to thank the College Physician for her wonderful support both as a referral source and for her own considerable therapeutic skills.

Again I met with groups of the first year students in order to clarify concepts and stimulate interest in mental hygiene. This activity is part of the over-all course in hygiene presented to all first year students.

Five-Year Summary

Year	Number of Students	Total Number of Interviews with Students
1947-48	61	247
1948-49	45	168
1949-50	33	82
1950-51	30	102
1951-52	26	95

Respectfully submitted,

HOWARD B. SMITH, M.D.
Consulting Psychiatrist

REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the year 1951-52:

The beginning of the year was marked by a celebration to honor Miss Constance M. K. Applebee, formerly Bryn Mawr College Director of Physical Education who first brought hockey to the United States in 1901. Throughout the Fall words of warm appreciation and praise came from representatives of the visiting colleges, Wellesley, Vassar, and Mount Holyoke, who shared with Bryn Mawr College Miss Applebee's introduction of the game to their campus.

Student election of activities this year, as in several preceding years, indicates a continued interest in individual sports.

FALL		WINTER	
Tennis	128	Swimming	83
Hockey	60	Badminton	77
Swimming	58	Modern Dance	38
Modern Dance	22	Skating	35
Fencing	12	Basketball	32
Riding	11	Folk Dance	26
Golf	10	Fencing	22
Badminton	7	Riding	2
Archery	6		
	—		—
	314		315
SPRING			
Tennis	217		
Archery	28		
Swimming	14		
Lacrosse	12		
Golf	11		
Softball	10		
Riding	8		
	—		
			300

Inasmuch as it is hoped that the instruction given in class periods in the Department will provide a basis for enjoyment of recreational activities, it is of interest to note that there was a total of approximately 300

who participated in activities sponsored by the Athletic Association. Of this total, composed of many individuals who were active in two or more sports during the year, there was an equal division between varsity participants and intramural participants (varsity limited or barred).

Body Mechanics was presented in units of Rhythm, Posture and Relaxation, and Fundamental Sport Skills. A battery of four skill tests, experimentation with a rhythm test, and a subjective posture test served as a basis for exempting those with high scores. The standardized skill tests continued to show an amazing correlation between high scores and participation in sports at varsity level.

A new course in Recreational Activities was offered in the spring on an elective basis. The purpose of the course was primarily to give reference materials and practical experience in elementary games, folk dance and singing games, group singing, and elementary handcraft. The total for full time regular attendance was 38. From the three-part questionnaire on evaluation can be concluded without question that the course was needed, greatly appreciated, and should be repeated the coming year.

The Department offerings will be improved with the remodeling of Applebee Barn and use of the adjoining land. The continually mounting cost of maintaining the four clay tennis courts, and the need to remove the overhanging balcony in the gymnasium are two financial and physical problems of immediate concern.

Respectfully submitted,

IRENE A. CLAYTON

Director of the Department of Physical Education

REPORT OF THE DIRECTOR OF HALLS AND THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

To the President of Bryn Mawr College

Madam:

We have the honor to present the following report for the year 1951-52.

The year 1951-52 was an unusually active one. In addition to routine operation, the staff took care of college entertaining which included a number of special events, lectures, concerts, dinners, dances and teas (about eighty), and the College was host to three conferences. During Christmas vacation the Eastern Division of the American Philosophical Association met at Bryn Mawr. Pembroke, Rhoads, Wyndham, the Deanery and College Inn took care of a conference of some three hundred members. In June at the close of College the Garden Club Federation of Pennsylvania held a two-day conference in Pembroke and the Family Welfare Association of America met for a week in Rockefeller.

The major Buildings and Grounds projects undertaken during the summer were exciting and extremely gratifying to those who have long hoped to see them accomplished.

First on the list was the installation of metal smoke barriers in Merion Hall. This addition to the fire prevention measures of the College is a source of satisfaction not only to the College but also to the fire department. The barriers have been especially commended by the Fire Marshal of Lower Merion who has recently instituted township drills in the College and local schools.

The second improvement, which students would probably list first, was the renovation of the bathrooms in Pembroke West, where maximum use was made of minimum space, wood floors replaced by tile, and the number of fixtures substantially increased. The ancient ratio of one washbowl to fifteen students is no more.

The spring of 1952 marked the acquisition of the Scull property. In addition to some five acres of land the College acquired the main house, a farmer's cottage, a garage, a greenhouse, and a barn. Plans for the use of these buildings were made. It was decided to use the house to provide space for the Department of Education and the Child Study Institute in the fall, and the next year to reopen the Phebe Anna Thorne School, locating it on the first floor. The farmer's cottage was renovated and added to houses available for faculty. Plans were made to use the space over the garage for an apartment for faculty. It was decided that

the barn would provide an excellent recreation center for the Athletic Association.

The end of the summer saw the belated acquisition of East House, to provide space for the unexpectedly large number of students. In three weeks the College transformed a shabby neglected house set in unkempt overgrown grounds into a very pleasant addition to the campus. Inside, the house was painted from top to bottom. There was little time to order and wait for furniture, so the attics of the halls were ransacked and discarded furniture was repaired and painted. In the end, the bedrooms with pale green or light yellow walls and dark green furniture were very attractive.

A new slag roof was put on the gymnasium. There were a number of maintenance jobs taken care of, including the painting of the outside of Taylor and Merion and about a third of the students' rooms in the halls of residence.

We are extremely grateful to the people who made these improvements possible; to Mr. Francis J. Stokes who, with the Buildings and Grounds Committee, authorized and helped plan the changes, to the College mechanics and workmen who were responsible for the major part of the work. In addition we wish to express our appreciation of the help and unfailing cooperation of the Business Office under the supervision of Mrs. James McCusker, of the dietitian, Miss Marjorie Bacheller, of Miss Dorothy Gray, of the managers and hall employees for the operation of the College throughout the academic year.

Respectfully submitted,

CHARLOTTE B. HOWE

Director of Halls

HORACE T. SMEDLEY

Superintendent of Buildings and Grounds

REPORT OF THE DIRECTOR OF THE CHILD STUDY INSTITUTE

To the President of Bryn Mawr College

Madam:

The year 1951-52 has been a signal one for the Child Study Institute with several major developments coming one after another.

The outstanding event of the year was the move to West House. The commodious quarters there not only accommodate the program which had grown beyond the dimensions of the old Pagoda but give an opportunity for further growth.

The new space also makes possible a more effective and economical use of staff time and gives relief to a staff pushed by crowded schedules. The greater privacy offered by the arrangement of offices in West House has also solved a perennial clinic problem—the maintenance of uninterrupted quiet for psychological and psychiatric testing and interviewing. The beauty and stillness of this corner of the campus is another boon to the program.

A second important development has been the call from the schools for an extension of the counseling service. The demand has not, of course, appeared suddenly. It is, rather, a recognition of the work the counselors have been doing for children in the elementary schools of the township. At the close of this academic year seven Lower Merion Schools were, under our cooperative plan, receiving counseling service. This is two more schools than in any previous year. Four of these schools have had one full day of counseling per week, three a half day per week. Three social workers, one full-time and two part-time, have carried on this ambitious undertaking. The case loads were heavy, for the schools kept the counselors' schedules full almost all the time, with waiting lists outstanding in most of the schools. The counselors limited their work to school-centered problems. Learning blocks, day dreaming, unduly babyish behavior, intense shyness, failure to find a place in the group, belligerent or destructive behavior, hyperactivity, distractibility—this is a random list of the kinds of difficulties the counselors try to help children to overcome. When a child's problem has seemed to be too deep-seated to yield to the carefully limited counseling approach, the parents have been so advised and in some instances referral to the Institute psychiatric service or to private care has been made.

Needless to say, counseling requires a specialist both trained and gifted in work with children. This year we have been most fortunate

in adding to the social work staff Mrs. Lois Taber who came to us from the Home Service of the Red Cross. Formerly with the Children's Aid Society, Mrs. Taber brings a wealth of experience to her work with parents and children. Mrs. Cornelia Biddle joined the staff on February 1 to help meet the increased demand for counseling. She has for several years been associated with the Charlestown Play House and prior to that with the Judge Baker Foundation in Boston. Miss Selma Frank, a second year student in the Department of Social Economy placed with the Institute for her field work, rounded out the counseling staff. These workers also participated in the psychiatric service, conferring with the parents of children who were seeing Dr. James G. Delano, the psychiatrist.

As the summary of activities tabulated at the end of the report shows, the counselors have found parents as well as teachers eager to take advantage of the counseling both for their children and for themselves. This year group meetings of teachers with the counselors were set up by the principals in two schools for discussion of the purpose and methods of counseling. Because a better understanding on the part of teachers and readier referral of children followed these meetings, it is our hope that such gatherings may be held early next year in all the schools.

A third gratifying event of this year was the cooperative undertaking of Institute staff and teachers from the Lower Merion Schools to develop a new psychological referral form. The Institute's increased emphasis in recent years upon full scale psychological studies of children has met an appreciative reception from teachers. Through their conferences with Institute staff many of them have come to expect and ask for more than a report of a child's intelligence quotient. On their side many of them have entered into the effort to understand their pupils better and, in response to a request from the Institute, have in a gratifying number of cases made preliminary studies and written summaries of the behavior and general adjustment of the children referred. These studies have been exceedingly valuable to us in our approach to the child and his problem; but perhaps even more important, the teachers have, they tell us, grown in understanding of their pupils through the very process of making a thoughtful referral for psychological testing.

Though a considerable group of teachers in our township have been conscientious and adept in making the preliminary studies, others have been either too pressed for time or uncertain where to begin to organize the valuable facts and impressions which they have of their pupils. As

a result we have continued to get many requests for tests that are merely lists of names.

Last winter a group of some thirty teachers and principals met at West House in response to an invitation of the Institute to work out a referral form. Such a form would encourage and assist every teacher to study a child thoughtfully before she sent in a request for a psychological test, collating all she knows and thinks about him and coming to a tentative opinion as to where his strengths and weaknesses appear to lie.

Under the excellent leadership of Miss Clara Meyers, one of the psychologists of the Institute, the school people drew up a referral form which would, we believed, suggest to teachers what to look for and what to communicate yet leave them freedom to express their own insights and convictions. A subcommittee carried the job forward through a final draft and Mr. George Lutz, principal of the Bryn Mawr School, volunteered to make up a sample folder containing a referral form and guide sheet for each school in the Township. This he did and by late in April the new referral form was in use. The spring requests for early fall examination were in every case accompanied by completed referral forms, showing that teachers were both willing and able to find time to make the necessary studies.

Dr. James G. Delano continued with us in charge of the psychiatric work and the demand for his service outran the time he could give us. When the needs of additional children for psychiatric attention became severe after the turn of the year we were able to secure the help of Dr. Dorothy Willig for one morning a week.

Service to students in the College has again expanded in numbers with the program remaining much the same. The work has included giving and interpreting psychological and vocational tests and counseling on techniques of study such as note taking, the organization of papers, reviewing for examinations, the acquisition of better reading skills. Some students were seen only once, but in most cases a more extended service was given, sometimes over several months.

Early in the year the Director met with the wardens for a discussion of the work being done by this staff and for an exchange of information and opinion as to how the wardens and the psychologists might be helpful to students.

A final casting up of accounts for the year shows that some 426 children and adults have received service from the Institute this year. Thus despite the heavy demands upon time and energy before and

after moving day, we have, thanks to added staff, been able to carry a larger case load than ever before.

This report cannot be concluded without expressing for this staff a very warm thanks to the many people who have undertaken so much and worked unstintingly to make the new building possible.

Respectfully submitted,

RACHEL DUNAWAY COX
Director of the Child Study Institute

Summary for 1951-52

Children referred by:

Public Schools	246
Private Schools	4
Social Agencies	10
Families	14
Physicians	6

280

Children tested by students 21

Total number of children tested 301

Conferences with parents	93
Conferences with teachers	96
Conferences with principals and other school personnel	50
Conferences with clients	6

Total number of counseling interviews 245

Children receiving School Counseling 59

Number of interviews with children	965
Number of interviews with parents	198
Number of interviews with school personnel	389
Supervisory conferences	96
Conferences with doctors	44
Staff Conferences	70

Psychiatric Cases 16

Number of interviews with psychiatrist	226
Number of interviews with social worker	203

College Students

Referred by college physician	5
Referred by self	6
Referred by other student	1
Referred by deans	52
Referred by faculty	1

Total number of college students 65

Conferences with Mrs. Cox	98
Conferences with Miss Brodersen	162
Conferences with Miss Meyers	49

**REPORT OF THE CHAIRMAN OF THE COMMITTEE ON
THE MADGE MILLER RESEARCH FUND**

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1951-52:

The Committee made eleven grants last year as follows:

Grant 137—Dr. Frances Berliner— <i>Purchase of chemicals</i>	\$35.00
Grant 138—Dr. Bernheimer— <i>Photographs</i>	6.63
Grant 139—Miss Brée— <i>Secretarial assistance</i>	80.00
Grant 140—Dr. Dudden— <i>Expenses of a typist-bibliographer</i> . . .	30.00
Grant 141—Dr. Lograsso— <i>Secretarial assistance</i>	110.00
Grant 142—Dr. Nahm— <i>Preparation of an Index</i>	75.00
Grant 143—Dr. Oppenheimer— <i>Purchase of fishes, aquarium heaters, and photomicrographs</i>	100.00
Grant 144—Dr. Soper— <i>Illustrations</i>	75.00
Grant 145—Dr. Woodworth— <i>Purchase of a series of prints</i>	140.00
Grant 146—Dr. Zimmerman— <i>Building an apparatus</i>	50.00
Grant 147—Dr. Leblanc— <i>Secretarial assistance</i>	30.00
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
Total	\$731.63

Respectfully submitted,

LILY ROSS TAYLOR
Chairman of the Committee

REPORT OF THE DIRECTOR OF THE BUREAU OF RECOMMENDATIONS FOR 1951-52

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1951-52:

There was a large increase in the number of positions reported to the Bureau in the last year, reversing the downward trend which continued after the war through 1950-51. Total calls were 2541 as against 1907 in 1951-50 for teaching as against 219, 463 for full-time non-teaching as against 439, 1577 for student jobs as against 1249. The largest increase came in college teaching where the number of calls went from 56 in 1951 to 204 in 1952. Many of these, however, were reported to us by the Cooperative Bureau for Teachers to which the College no longer belongs, having ended its long connection with the Bureau in June.

Placements remained about the same, running over 90 per cent for students and about 10 per cent for alumnae.

The number of recruiting representatives coming to the campus also increased. For alumnae recruitment, the number went from 17 in 1951 to 20 in 1952; for students, the number was 23, with no figures available for 1951. They included government agencies, the armed forces, welfare agencies, business companies, educational institutions, publications, travel agencies, a museum, heads of summer camps, and parents in search of summer baby-sitters. Several other organizations and individuals suggested coming but no students were interested in their positions. Perhaps it was just as well as the need of an interview room became pressing. The third floor office of the Bureau was in use more than thirty-five days and the downstairs office nearly twenty-five.

Summer positions, as always, are reported a year late because information from students does not come in until November. For the summer of 1951, 189 students reported paid jobs as against 151 for 1950; 106 reported taking summer school courses or some other kind of training as against 84; and 55 reported volunteer positions as against 46. Total reported earnings were \$37,829 or almost exactly an average of \$200 a student. This compares unfavorably with the \$300 average reported in the newspapers this autumn by Princeton University, and will need to go up in the light of tuition costs and other rising expenses.

It seems to be increasingly true that woman's place is considered in the office. Of the 463 non-teaching positions for alumnae which came in this year, 217 definitely asked for typing or typing and shorthand. Calls for women with technical training accounted for 155 of the remaining positions, leaving only 91 other non-typing calls. Most of these were from welfare agencies or department stores.

The general activities of the Bureau went on as before. The Job Week-end again had the help of the Alumnae Committee on Jobs. Assembling the material for the Women's Colleges *Directory of Employers* reverted to Bryn Mawr this summer. Meetings attended included the Seven Women's Colleges' tour of government agencies in Washington early in October, the annual meeting of the Woman's Placement Bureau in New York in December, and the meetings of the National Association of Principals of Schools for Girls in Atlantic City in March. The expanding cooperation and activity of the Woman's Placement Bureau continue to be of the greatest value.

In closing, I should like to express gratitude and appreciation to my colleagues in the Bureau. The long experience and devoted service of Virginia Mertz make her invaluable and irreplaceable. Phyllis Sullivan is on excellent terms with the students and works through her crowded and confusing days with quick efficiency. Anne Beddingfield is cheerful, uncomplaining, and efficient in the tedious routine tasks of the office. The College is fortunate in having their services again this year.

Respectfully submitted,

LOUISE F. H. CRENSHAW

Director of the Bureau of Recommendations

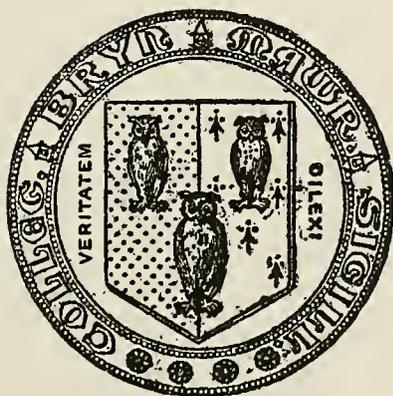
Bryn Mawr College

CALENDAR

Report of the President

to The Board of Directors

For the Year of 1952-1953



CONTENTS

	PAGE
REPORT OF THE PRESIDENT OF THE COLLEGE	5
SUPPLEMENT I, CHANGES IN THE ACADEMIC STAFF	16
SUPPLEMENT II, FACULTY AND STAFF PUBLICATIONS	18
SUPPLEMENT III, OFFICIAL PUBLICATIONS, 1952-1953	26
SUPPLEMENT IV, GIFTS RECEIVED FROM JULY 1, 1952 TO JUNE 30, 1953	27
REPORT OF THE DEAN OF THE COLLEGE	28
SUPPLEMENT, STATISTICS OF UNDERGRADUATE STUDENTS	32
REPORT OF THE DEAN OF THE GRADUATE SCHOOL	35
REPORT OF THE DEAN OF FRESHMEN AND DIRECTOR OF ADMISSIONS	42
REPORT OF THE LIBRARIAN	44
LIST OF DONORS TO THE LIBRARY	50
REPORT OF THE COLLEGE PHYSICIAN	52
SUPPLEMENT, INFIRMARY REPORT	54
REPORT OF THE CONSULTING PSYCHIATRISTS	56
REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION	58
REPORT OF THE DIRECTOR OF HALLS AND THE SUPERINTENDENT OF BUILDINGS AND GROUNDS	60
REPORT OF THE DIRECTOR OF THE CHILD STUDY INSTITUTE	62
REPORT OF THE CHAIRMAN OF THE COMMITTEE ON THE MADGE MILLER RESEARCH FUND	66
REPORT OF THE DIRECTOR OF THE BUREAU OF RECOMMENDATIONS	67

Report of the President of the College

To the Directors of Bryn Mawr College

For the year of 1952-1953 I have the honor to present the following report together with the reports of other officers of the College:

Seeing the College in relation to the rapidly expanding tasks of higher education gives a framework for judgment on its own year. The big questions of 1952-53 are those in which all institutions are involved.

Large numbers of students are entering colleges and universities. It is literally true that under the present organization of education many of them can be registered, lectured, billed, and tested only by means of electronic devices. Yet there is evidence that large-scale teaching which leaves the professor remote from the student is wasteful of talent. How to make education readily available to all those qualified and still foster individual talent is a question not yet answered in the high schools and now reaching a critical stage for the colleges and universities.

In the institutions which also set research as a primary objective the pressures of the time mean a heavier burden—or alternately a greater opportunity—than in an earlier day. The question is how members of the faculty can both push ahead in their own studies and give plenty of time to the education of talented students, who flourish in close connection with active scholarship and research.

In all institutions the question of new financial support assumes major proportions. As far as present studies show, an alternate answer in terms of new economies and limited programs is not an adequate answer. The dollar spent for education is usually spent carefully and profitably, and the net results of present expenditures give the institution a strong basis for asking for new support.

Important among questions for all institutions this year has been the way in which the college or university can spread abroad a greater understanding of its essential functions. This is a task too long delayed. The institutions have felt confidence in their work and assumed that that work would be recognized for itself, without special effort in its presentation to groups beyond those directly concerned. Now it is evident that better presentations must be made and larger groups involved, for the distrust characteristic of the time is piling up a backlog of mis-

understanding about the university and its essential respect for individual conviction and conscience. There seems likely to be a long pull ahead when institutions will necessarily devote a major share of time to more adequate reporting and discussion of their objectives and the stage of success they believe they have reached.

UNDERGRADUATE EDUCATION: BRYN MAWR'S SHARE

Bryn Mawr, with its small numbers of students and relatively large faculty, is certainly not forced to rely on mass techniques, electronic or otherwise. The members of the faculty know and keep in touch with the individual student, and the academic plan itself is highly flexible. The College sets out to foster individual talent but in terms of numbers obviously carries only a very small share of the over-all registration of college students in the country.

A fundamental question arising from this choice is of course how well the Bryn Mawr students are progressing. That is always reported to the Directors in some detail, but first this year a few comments are in order on the more general question of the size of an institution and whether the experience of the small institution indicates that there should be a definite effort to plan in small units as the probable expansion in college and university education comes along.

For this big question the experience of any one college is only a very slight token, but more weight must be attached to the finding that a number of small colleges stand high in comparison to larger institutions in various checks on the achievement of their graduates. There has been in earlier surveys and there was in a survey this year evidence that small colleges on a proportionate basis contribute a greater number of the younger scholars of the country than do the larger universities. In a recent study made for the Fund for the Advancement of Education only one of the large universities was in the upper half of the list of institutions from which came the greatest number of fellowship winners per thousand students.* Obviously that finding is hard to interpret accurately. It must certainly be true that institutions with selective admissions policies have the greater chance of a high index, but many of the leading large universities also admit students on a basis at least as selective as that of the colleges. The preponderance of small colleges at the top of the list makes it seem that beyond selective admissions are factors directly related to size—probably the close association of faculty and students which may characterize the small institution and more

* Robert H. Knapp and Joseph J. Greenbaum, *The Younger American Scholar: His Collegiate Origins*, University of Chicago Press, 1953.

generally the experience of the student in the small working community. Insofar as this evidence goes then, careful attention on a country-wide basis should be given both to strengthening small units—not indiscriminately but where a variety of favorable conditions exist—and to taking care of part of the expansion of college and university education through the creation of new small units. A further possibility of significance, recently studied more extensively than before, is the development of cooperative plans among the small institutions.

A particular result of the Ford survey which is of interest to the Directors is the finding that Swarthmore, Haverford, and Bryn Mawr each stood at the top of the list for the particular type of college—coeducational, men's, and women's. Bryn Mawr's index for women was exceeded by three indices in the country, those for men at Swarthmore, Reed, and Chicago.

Through the Ford study then there was new evidence this year, and relatively more objective evidence than is usually obtained, on the recent success of the College in fostering individual talent. Whether the same records could be obtained if Bryn Mawr enlarged its student group is a further question, here touched upon only indirectly. Indeed this report for 1952-53 is concerned, as will later be indicated, with the very considerable problem of crowding and overtaxed facilities for present students at Bryn Mawr.

The year 1952-53 was again a year in which the faculty was well satisfied by the work of the students. Within the College, where not only the fellowship winners but the whole student group comes under review, the strength of interest and the high quality of the work seem clear without quantitative indices, though difficult to report in summary. Two incidental reflections are perhaps as telling as any brief report. One is the large number of undergraduates auditing classes out of interest and with no thought of credit on the books, and the other is the fact that throughout the year no student was asked to leave college for unsatisfactory work.

When the Ford study was published the students, with no pause for pride such as the staff indulged in, posed a further question. How can a college come to know the achievement of its graduates who are not candidates for scholarships, its creative artists, its public citizens, for example? No comparable indices have been made, and the college judges its record only through informal knowledge of the achievement of individual alumnae; but the point of the students' question is well taken. The college is a meeting place and in a sense a power house for students of many different talents and purposes, and if one were to

attempt to judge it in terms of indices, any number would have to be devised.

The variety of interest and talent is evident in the different fields of study. It is evident also in the manifold activities of the undergraduate group, which plans and operates a community program of extensive proportions. Dean Marshall this year gives an account of some of these activities but, as she suggests, any brief reporting is likely to be inadequate. The members of the faculty and staff who embark in September and land in June are really the ones who together with the students appreciate the full voyage.

The student very clearly learns through membership in a working community and its various groups. Sometimes it is the class group or the laboratory, sometimes one of the many student organizations. Taking these long voyages through an academic year impresses one again and again with the interrelationship of the individual and the group. The task of fostering individual talent may begin but it certainly does not end with individuals, and the nature of the groups in which the individual works is necessarily a primary concern of the college.

TEACHING AND RESEARCH

Opportunities for research in the country have increased, unequally as far as different fields are concerned, but still fairly generally. This increase coincides with heavier demands for instructional staff in many of the colleges and universities, and yet much of the research is so important that it should be pressed forward without delay.

The particular question at Bryn Mawr is how to facilitate the combination of teaching and research. It has been found to be a fruitful combination. Certainly both graduate and undergraduate students have profited by their association with active research workers. Dean Bliss in her first report notes, however, that the load carried by the professor active in both teaching and research is very heavy. Many members of the faculty, too, feel that a week's work is hard to put into a week, or a year's work into a year that includes any holiday at all.

The research undertaken by members of the faculty is accomplished with practically no help from the College in terms of research grants. The only help available is the very small amount taken from some of the interest on the \$25,000 Madge Miller Fund, interest assigned from the President's Fund. The total amount of this aid in 1952-53 was \$515.40. The College contributes in a more important way through granting sabbatical leaves with half salary and whenever possible—and

it usually is possible—granting additional leaves to faculty members who have been awarded fellowships and other stipends for research.

Study and writing, such as is listed each year in the supplement to this report, is sometimes accomplished by members of the faculty despite heavy teaching loads. Often, however, a substantial piece of work is completed only through sabbatical or other leave. The Board of Directors has been consistent in supporting such leaves and colleagues on the faculty have been generous in helping to provide for the necessary change-over in the course and seminar work. There were nine members of the faculty on leave of one kind or another this year, and there will be ten next, in each year more than ten per cent of the faculty.

The members of the faculty are to be congratulated on the number of fellowships and research grants they have been awarded by educational foundations and learned societies. For next year one in four will hold fellowships or grants. Nevertheless knowledge of the work of the faculty shows there is need for aid beyond that which can now be secured, especially in the case of some of the younger members. The College would do well to provide as soon as is financially possible at least a few thousand dollars a year for which application could be made.

The problem of time is an even more difficult one and it is a problem with a greater financial implication. It would be hard to reduce teaching loads considerably without substantial increases in the budget or substantial reductions in the number of courses offered. It does seem, however, that there should now be a review of teaching loads and perhaps of other commitments as well and a search for ways to facilitate the basically fine combination of teaching and research at the College.

THE FINANCIAL YEAR

The financial problems, which are pressing hard on institutions without substantial new funds, are being attacked at Bryn Mawr on several fronts and by many interested persons in the College and out.

Increases in costs and some increases in salaries which took effect at the beginning of the year just about offset the increases in fees which had been made for 1952-53. Perhaps a better way to state this situation would be that increases in fees were kept as small as seemed reasonable in relation to essential expenditures at the College.

These increases amounted to about \$200 per student, and brought the undergraduate charges for tuition and residence to \$1,650—\$1,850 and the graduate to \$1,400. Graduate fellowships and scholarships were increased proportionately, and an attempt was made to provide adequate

additional funds for undergraduate students. This attempt would not have been successful without the generous grant of \$10,000 from the Helen D. Groome Beatty Trust made by the Girard Trust Company and reported last year.

As in several earlier years part of the increase in faculty salaries was paid by taking down \$35,000 from the sum raised for faculty salaries during the 1946-47 campaign. Beyond this \$35,000, which should be included in the operating deficit, the budget failed to balance by \$6,172.

That the year ended with no greater deficit is chiefly the result of the high yield on investments of 5.59 per cent, for which the College is greatly indebted to both Mr. Scattergood and Mr. Rhoads. The College is also greatly indebted to many donors, whose new gifts helped to reduce the deficit, to the members of the staff who tried to effect economies and fortunately often succeeded, to Mr. Buckley who keeps a close watch on all accounts, and to the students who took an interest in the monies of the College and how they could be stretched as far as possible.

THE WORK OF THE COMMITTEE ON RESOURCES

The Committee on Resources faced the fact that the College was struggling with a deficit, and faced also several other serious facts. The College could not without new funds make increases in salaries that were adequate in terms of living costs or appropriate in terms of merit. The College could not introduce new work or expand present work. Furthermore, the College has for some years been overcrowded in its classrooms and in the Library, and it should not long postpone the building of at least one new building.

The Committee on Annual Giving under Mrs. Douglas Delanoy '19, the first of the resources committees to go into action, had a most successful year. The several members of the committee, Chauncey P. Goss, Lewis N. Lukens, Jr., William L. Savage and Richard N. Taliaferro, helped on various questions beyond those of their own group. The Committee through the generosity of parents in the first year and a quarter of its work turned over to the College \$21,279. This amount was used to reduce the deficit and it is the major contribution to the budget outside fees and the College's endowed funds.

Two further Committees organized to tackle the serious problems that come from lack of adequate endowment and lack of adequate space: the Committee on Capital Gifts under Alice Palache '28, and the Com-

mittee on Bequests which was first got under way by Adelaide Neall '05, and then turned over to the chairmanship of Mrs. John F. Russell '11.

Within the College the problem of present crowding was discussed in some detail. At an open meeting of members of the faculty and staff both the completion of the science building and a new building for classrooms and a small auditorium were defined as the present needs. It was then decided to give the science building the higher priority and ask the Resources Committee to start to work for that building.

In its early work and its necessary period of organization, the Committee on Resources was greatly encouraged by a number of gifts, all of which are included in the Report of the Treasurer and summarized on page 27 of the President's Report.

Among the largest gifts was that from the Lillia Babbitt Hyde Foundation, a gift of \$20,000, which will permit the College to continue its effort to select and encourage the students who are very promising candidates in science.

An anonymous alumna who has again and again supported the College in its major needs made a gift of \$100,000. When more individuals in the country from their regular funds provide the support which she has provided for her College, the universities and colleges will not be as they are now limited in their most essential work.

A gift which will come to the College in 1953-54 must be mentioned in this report because it is unique among gifts made to women's colleges. It is the bequest of \$250,000 made to Bryn Mawr by Mrs. Thomas W. Lamont, Smith 1893, as part of a bequest to the Seven Colleges. Mrs. Lamont was most interested in the colleges of the Seven College Conference. She worked with them on joint fund raising, as did Mrs. Slade '96, and Mrs. Hand '97. She has stated extremely well the objective for which the Seven Colleges work and no resources committee could do better than set before it her statement:

"Women's education is just as important for our country as men's education. Recognition of this principle is implicit in the support given by state governments and by individuals to the great coeducational universities and to junior colleges for women. Both types of institutions make a valuable contribution to the education of young women. I believe, however, that the independent four-year colleges for women perform a unique educational service in the quality of their teaching, in readiness to pioneer in new educational fields and methods, in setting

high intellectual, moral and spiritual standards. Their right to the generous support of the American community has not been adequately recognized, as measured against the support given independent colleges for men."

THE CHILD STUDY INSTITUTE, THE THORNE SCHOOL, AND THE APPLEBEE BARN

Several years ago when the Resources Committee was just about to get into operation, the President of the Alumnae Association, Mrs. Thomas Mumford, and the Chairman of the Alumnae Fund, Miss Palache, met with Jane Stone '51, who was then President of the Athletic Association, about the possibility of acquiring the Scull property, in the west corner of the campus, as a gift in honor of Miss Applebee. The property was badly needed, for several departments had to spread into new space somewhere, but the cost of \$73,000 seemed a large sum to raise.

Nevertheless, it was decided that the job must be done, and Mrs. Mumford undertook to chair the fund-raising committee. Hers was a generous act and one which the College will continue to appreciate.

The year 1952-53 marks the complete use of the property, and also the final payment of the purchase price.

The Child Study Institute moved in in 1951-52. Mrs. Cox's report shows the work of this year in that division. The first floor of the house was prepared for the Phebe Anna Thorne School in the summer of 1952 and the school was reopened in October for a first year of limited enrolment but successful operation for two nursery groups.

The Applebee Barn was turned from an old and insignificant barn to a very fine center for the Athletic Association, and the students more generally. The building was ready in the spring of 1953 and it will be furnished by a gift which the Athletic Association has raised. The barn will be opened in honor of Miss Applebee and her associate, Miss Mary Warren Taylor.

FIRSTHAND INFORMATION FOR LARGER GROUPS

Adequate reports on the work of the College are difficult or impossible to make, and it seems evident that main groups interested in Bryn Mawr should be brought to the College for at least as much firsthand contact as a short time will permit.

A new program was instituted in connection with the Alumnae Council, a "working session" of two full days on college affairs. The

session opened with a round-up of questions, some from the alumnae and some from members of the College. Good discussion continued through meetings on curriculum, scholarships, general problems and resources. It would be hard to express to the alumnae adequate appreciation for the nearly full week required for the meetings or any adequate report of the stimulus which the discussions had for members of the College, but both the President of the Alumnae Association and the President of the College would urge that similar meetings be continued periodically and as frequently as the two groups can afford them.

The Alumnae Weekend, which serves a more general purpose of interesting not only the alumnae officers but all alumnae, was held again in November under the chairmanship of Mrs. Bradley Dewey '14. Year after year it gives the College an excellent opportunity to present part of its work.

A new program was instituted in a first Parent's Day. The College has encouraged the visits of individual families, but students and parents both felt that there would be additional interest in a particular day planned for parents. A committee of faculty and staff and a student committee organized a day of events which included afternoon meetings in which various departments presented accounts of their work. These were the high points of the day, but the whole day was a satisfaction to parents and certainly a satisfaction to the members of the College who had worked on the program.

NEW SPACE AND MAINTENANCE PROBLEMS

The new space which became available during the year was small in relation to the amount needed, but nevertheless a great gain. The Buildings and Grounds Committee under Mr. F. J. Stokes made improvements in the Scull property and in the Library, where certain changes in the use of rooms led to more satisfactory operations. The Applebee Barn was beautifully renovated and became a most attractive place.

Toward the end of the year the Committee was faced by an unexpected expense, a cracked generator. Mr. Stokes and Mr. J. Edgar Rhoads, as always resourceful and quick, accelerated plans for the change-over from DC to AC in some of the buildings and had the emergency under control in the course of the summer.

It was a busy summer for all members of the staff concerned with buildings and grounds, and special appreciation is due to Mr. Smedley and Miss Howe and their respective staffs.

THE M. CAREY THOMAS AWARD

A new Committee on the M. Carey Thomas Award, meeting this year, sought and reviewed the names of women of eminent achievement in the United States. The members of the Committee were Leonie Adams, Margaret Clapp, Justina H. Hill, Helen Hill Miller, Elinor M. Parker, Jane Yeatman Savage and Katharine E. McBride, Chairman.

After careful review of the achievement of women in many different fields the Committee made the award to Marianne Moore for her poetry. The award was presented on May 15 at an evening meeting in Goodhart Hall at which Miss Moore spoke. It was the most delightful occasion of the year.

J. HENRY SCATTERGOOD

Bryn Mawr lost a stalwart friend and supporter in the death of J. Henry Scattergood, which came just after Commencement. All summer members of the staff as they worked on affairs, financial and otherwise, which were of great interest to him thought with appreciation of his long work for the College and the many things they had learned from him. He had served Bryn Mawr more than 25 years as Treasurer, and all those interested in the College were absolutely secure in the management of the funds for which Mr. Scattergood with Mr. Charles Rhoads was responsible.

Mr. Scattergood felt strongly the obligations of public service. Without pretensions and with the modesty and simplicity of the Friend, he was an ideal public servant. He was meticulous in following the stipulations of a trust and at the same time bold and frank in presenting his own views whenever he was free to act according to his own judgment and conscience. He believed in progress, worked all his life for projects that have made immediate and practical contributions to human welfare, and worked with integrity and humor that his associates will not forget.

Commencement this year fell on June 2. It was a most satisfactory occasion with a pertinent and very interesting address by Arnold Toynbee.

As this report indicates the year was one concerned with difficult and important problems. It too was most satisfactory, for there were encouraging signs of success in relation to these problems and there was in all groups great willingness to work on them.

In closing the report I want to express my appreciation to the members of the faculty and staff who share the Board's concern for the welfare of the College and who so greatly contribute to the opportunities it makes available to students. I particularly want to say what a pleasure it is to work with Dean Bliss and how fortunate it is for Bryn Mawr that she has become Dean of the Graduate School. I want also to thank Mrs. Paul and the members of my own office for unfailing cooperation and for ingenuity in meeting heavy and unpredictable demands.

When Miss Bliss was appointed to the deanship and resigned from the Board, a directorship-at-large was vacant. I am happy that the Board elected to this vacancy Miss Alice Palache, '28.

As members of the College all know the pillar of my academic universe is Mr. Charles Rhoads, and I close each report as I enter on each year or each crisis with great appreciation for his understanding and counsel.

Respectfully submitted,

KATHARINE E. MCBRIDE

President of the College

SUPPLEMENT TO THE PRESIDENT'S REPORT

I

Changes in the Academic Staff of Bryn Mawr College effective October 1, 1952, to September 30, 1953

Leaves, 1952-53

LINCOLN DRYDEN, PH.D., Professor of Geology, on sabbatical leave

FELIX GILBERT, PH.D., Professor of History, on sabbatical leave

WALTER C. MICHELS, PH.D., Marion Reilly Professor of Physics, on leave of absence

JOSEPH CURTIS SLOANE, PH.D., Professor of History of Art, on leave of absence

ROGER HEWES WELLS, PH.D., Professor of Political Science, on leave of absence

MANUEL ALCALÁ, LITT.D., Associate Professor of Spanish, on sabbatical leave for Semester II

ERNST BERLINER, PH.D., Associate Professor of Chemistry, on sabbatical leave for Semester II

JANE M. OPPENHEIMER, PH.D., Associate Professor of Biology, on sabbatical leave

FREDERICK THON, M.F.A., Associate Professor of English, on sabbatical leave for Semester II

Promotions, 1952-53

RICHARD BERNHEIMER, PH.D., promoted from Associate Professor to Professor of History of Art

L. JOE BERRY, PH.D., promoted from Associate Professor to Professor of Biology

BERTHE MARIE MARTI, PH.D., promoted from Associate Professor to Professor of Latin

ISABEL S. STEARNS, PH.D., promoted from Associate Professor to Professor of Philosophy

ROSALIE HOYT, PH.D., promoted from Assistant Professor to Associate Professor of Physics

KATHERINE D. K. LOWER, PH.D., promoted from Lecturer to Associate Professor of Social Economy

ANNA RUTH BRUMMETT, PH.D., promoted from Demonstrator to Instructor in Biology

New Appointments, 1952-53

ELEANOR ALBERT BLISS, Sc.D., Dean of the Graduate School and Professor of Biology

HAROLD WILLIAM KUHN, Ph.D., Assistant Professor of Mathematics

EVERETT PARSONS TOMLINSON, Ph.D., Lecturer in Physics

PHILIPPE VERDIER, *Agrégé de l'Université*, Lecturer in History of Art

THEODORE H. VON LAUE, Ph.D., Lecturer in History

DÁMASO ALONSO, *Doctor en Filosofía y Letras*, Visiting Lecturer in Spanish, Semester II

LUCY P. CARNER, M.A., Visiting Lecturer in Social Economy, Semester I

CARLOS CLAVERÍA, *Doctor en Letras*, Visiting Lecturer in Spanish, Semester I

ALLAN R. DAY, Ph.D., Visiting Lecturer in Chemistry, Semester II

THOMAS E. McMULLIN, Ph.D., Visiting Lecturer in Education, Semester I

MARIANNE MOORE, A.B., Visiting Lecturer in English, Semester II

KENNETH MEYER SETTON, Ph.D., Visiting Lecturer in History

ISABEL GAMBLE, M.A., Instructor in English

PAUL HUGO MEYER, M.A., Instructor in French

ALEX NICKON, M.A., Instructor in Chemistry, Semester II

GERARD SCHMIDT, M.A., Instructor in German

NORMAN F. SOHL, M.A., Instructor in Geology

JACQUELINE FAURE, *Agrégée d'Anglais*, Part-time Instructor in French

HOPE KAUFMANN GOODALE, M.A., Part-time Instructor in Spanish, Semester II

RAMONA T. LIVINGSTON, A.B., Part-time Instructor in English

THEOPHILUS S. LYNCH, M.A., Part-time Instructor in Spanish

KENNETH W. MASTERS, M.A., Part-time Instructor in Social Economy, Semester II

MARY B. MORRISON, A.B., Part-time Instructor in German, Semester I

LAURANA PALOMBI, *Dottore in Lettere*, Part-time Instructor in Italian

WINIFRED SEXTON, A.B., Field Secretary and Assistant to the Director of Admissions

Retirements, Resignations, and Expirations, 1952-53

GERMAINE BREE, *Agrégée de l'Université*, Professor of French

MAURICE GONNAUD, *Agrégé de l'Université*, Assistant Professor of French

JOHN I. MICHAELS, JR., M.A., Assistant Professor of Political Science

MARY M. CLARKE, Ph.D., Lecturer in Political Science

EVERETT PARSONS TOMLINSON, Ph.D., Lecturer in Physics

PHILIPPE VERDIER, *Agrégé de l'Université*, Lecturer in History of Art

- DÁMASO ALONSO, *Doctor en Filosofía y Letras*, Visiting Lecturer in Spanish, Semester II
- CARLOS CLAVERÍA, *Doctor en Letras*, Visiting Lecturer in Spanish, Semester I
- H. LAMAR CROSBY, PH.D., Visiting Lecturer in Greek, Semester I
- ALLAN R. DAY, PH.D., Visiting Lecturer in Chemistry, Semester II
- THOMAS E. McMULLIN, PH.D., Visiting Lecturer in Education, Semester I
- MARIANNE MOORE, A.B., Visiting Lecturer in English, Semester II
- KENNETH MEYER SETTON, PH.D., Visiting Lecturer in History
- DEBORAH S. AUSTIN, M.A., Instructor in English
- ANNA RUTH BRUMMETT, PH.D., Instructor in Biology
- DOROTHY YATES FLETCHER, M.A., Instructor in Psychology
- ALEX NICKON, D.Sc., Instructor in Chemistry, Semester II
- NORMAN F. SOHL, M.A., Instructor in Geology
- PATRICIA TROXELL, A.B., Instructor in English
- JACQUELINE FAURE, *Agrégée d'Anglais*, Part-time Instructor in French
- THEOPHILUS S. LYNCH, M.A., Part-time Instructor in Spanish
- KENNETH W. MASTERS, M.A., Part-time Instructor in Social Economy, Semester II
- MARY B. MORRISON, A.B., Part-time Instructor in German, Semester I
- LAURANA PALOMBI, *Dottore in Lettere*, Part-time Instructor in Italian

SUPPLEMENT TO THE PRESIDENT'S REPORT

II

Faculty and Staff Publications for the Year October 1, 1952 to September 30, 1953

- JOE KENNEDY ADAMS, PH.D., Assistant Professor of Psychology
 "Values, word frequencies, and perception," *Psychological Review*, LX (1953), 50-54. (In collaboration with Donald R. Brown.)
 "Concepts as operators," *Ibid.*, 241-251.
- MANUEL ALCALÁ, LITT.D., Associate Professor of Spanish
 Book reviews in "*abside*," Mexico.
- ERNST BERLINER, PH.D., Associate Professor of Chemistry
 "The Hydrolysis of Substituted Benzoic Anhydrides," *Journal of the American Chemical Society*, 74 (1952), 4110-4113. (In collaboration with L. H. Altschul.)
 "The Alkaline Hydrolysis of Ethyl *p*-Alkylbenzoates," *Ibid.* 74 (1952), 4940-4944. (In collaboration with M. C. Beckett, E. A. Blommers, and B. Newman.)

"The Hydrolysis of Substituted Ethyl *p*-Biphenylcarboxylates," *Ibid.*, 75 (1953), 2417-2420. (In collaboration with Liang H. Liu.)

FRANCES B. BERLINER, PH.D., Instructor in Chemistry

Book review in *Journal of Chemical Education*, 29 (1952), 478.

RICHARD BERNHEIMER, PH.D., Professor of History of Art

Review of *Jörg Syrlin der ältere* by W. Vöge, Berlin, 1950, *Art Bulletin* (1953), 248-250.

L. JOE BERRY, PH.D., Professor of Biology

"The Effect of Malonate on *Salmonella typhimurium* Infection in Mice," *Science*, CXVIII (1953), 140-141. (In collaboration with R. B. Mitchell.)

"The Relation of the Tricarboxylic Acid Cycle to Bacterial Infection. I. The Effect of Malonate on *Salmonella typhimurium* Infections in Mice," *Journal of Infectious Diseases*, XCIII (1953), 75-82. (In collaboration with R. B. Mitchell.)

"The Relation of the Tricarboxylic Acid Cycle to Bacterial Infection. II. The Effect of Fluoroacetate, Arsenite, Citrate and Succinate on *Salmonella typhimurium* Infections in Mice," *Ibid.*, 83-92. (In collaboration with R. B. Mitchell.)

"Science: Who Pays?" *Bryn Mawr Alumnae Bulletin*, XXIII, No. 2 (1953), 10-11, 31-32.

ELEANOR A. BLISS, SC.D., Dean of the Graduate School and Professor of Biology

"Induced Resistance to Combinations of Antibiotics," Abstract, *Riassunti delle Comunicazioni*, VI Congresso Internazionale di Microbiologia, Rome, September 6-12, 1953, Vol. I, 218-219.

T. ROBERT S. BROUGHTON, PH.D., Professor of Latin

The Magistrates of the Roman Republic, Volume II (Monographs of the American Philological Association, XV, 2), New York, 1952.

DONALD ROBERT BROWN, PH.D., Assistant Professor of Psychology

"Stimulus similarity and the anchoring of subjective scales of judgment," *The American Journal of Psychology*, LXVI (1953), 199-214.

"Values, word frequencies, and perception," *Psychological Review*, LX (1953), 50-54. (In collaboration with J. K. Adams.)

"Word frequency and the measurement of value areas," *The American Psychologist*, VIII, No. 9 (1953), 521. (Abstract of paper read at Eastern Psychological Association in Boston, in collaboration with J. K. Adams.)

Review of *The Dynamics of Morals* by Radhakamal Mukerjee, *The American Journal of Psychology*, LXVI, No. 3 (1953), 508-510.

RHYS CARPENTER, PH.D., LITT.D., Professor of Classical Archaeology and Holder of the Julius and Sarah Goldman Grant

"The Nike of Athena Parthenos," *Ephemerio Archaikogike* (1952), Athens.

"Art in Transition," *The Age of Diocletian: a Symposium*, Metropolitan Museum of Art, New York, 1953, 65-78.

Books reviews in *American Journal of Archaeology* and *American Historical Review*.

SAMUEL C. CHEW, PH.D., LITT.D., Mary E. Garrett Alumnae Professor of English Literature and Holder of the Mary Hill Swope Grant

Book reviews in the *New York Herald Tribune*.

MARY M. CLARKE, PH.D., Lecturer in Political Science

Book reviews in the *Social Science Magazine*.

RACHEL DUNAWAY COX, PH.D., Associate Professor of Education and Psychology, and Director of the Child Study Institute

"Your Child Is Not You," *Presbyterian Life*, V, No. 23 (1952), 14.

Review of "Jealousy in Children" by Edmund Ziman, *Federal Probation*, XVII, No. 2, 57.

FRANCES DE GRAAFF, PH.D., Assistant Professor of Russian

"Interpreting Chekhov to American Students," *Bulletin of the American Association of Teachers of Slavic and East European Languages*, X (1953), 42-46.

FREDERICA DE LAGUNA, PH.D., Associate Professor of Anthropology

"Some Problems in the Relationship between Tlingit Archaeology and Ethnology," *Memoir IX*, Society for American Archaeology (1953), 53-57.

ARTHUR P. DUDDEN, PH.D., Assistant Professor of History

Compiler and Editor *Abstracts of Completed Doctoral Dissertations for the Academic Year 1951-1952*, (External Research Staff Paper, *Abstract Series*, No. 2), Department of State, Washington, D. C., (publication date pending). (In collaboration with Eugene V. Schneider.)

JOSÉ MARIA FERRATER MORA, *Licenciado en Filosofía*, Associate Professor of Spanish and Philosophy

"Suárez and Modern Philosophy," *Journal of the History of Ideas*, XIV (1953), 528-547.

"Wittgenstein, a symbol of troubled times," *Philosophy and Phenomenological Research*, XIV (1953), 89-96.

"Gómez Pereira y Descartes," *Revista de Filosofía*, II (1953), 47-64.

"Dwa znakomite dzieła," *Kultura*, 5/67 (1953), 18-31.

"Dos obras maestras de historia de la lógica," *Notas y Estudios de Filosofía*, IV, 145-158.

"Existirá uma Filosofia Espanhola?" *Revista Brasileira de Filosofia*, III (1953), 21-30.

Book reviews in *Books Abroad* and *Notas y Estudios de Filosofía*.

ISABEL E. GAMBLE, M.A., Instructor in English.

"Ceremonies of Bravery: John Crowe Ransom," *Hopkins Review*, VI (1952-53), 105-115. (Reprinted in *Southern Renaissance*, edited by L. D. Rubin and R. D. Jacobs, Johns Hopkins Press, 1953.)

FELIX GILBERT, PH.D., Professor of History

"On Machiavelli's Idea of 'virtù'," *Renaissance News*, N̄ (published in 1951), 53-55.

The Diplomats, 1919-1939, Edited by Gordon Craig and Felix Gilbert, Princeton University Press, Princeton, 1953.

"The Composition and Structure of Machiavelli's Discorsi," *Journal of the History of Ideas*, XIV (1953), 136-156.

Review in *American Historical Review*.

MARGARET GILMAN, PH.D., Professor of French

Diderot Studies II, "Imagination and Creation in Diderot," Syracuse University Press, 1953, 200-220.

Review of *Literature Through Art* by Helmut Hatzfeld, *Comparative Literature*, IV (1952), 370-375.

MARION HATHWAY, PH.D., Professor of Social Economy and Director of the Graduate Department of Social Economy and Social Research

"Social Service," *Encyclopedia Britannica*, XX (1953).

Review of *An Approach to Measuring Results in Social Work* by David G. French, Columbia University Press, New York, 1952, in *Child Welfare*, (June 1953), 16-17.

JOSHUA C. HUBBARD, PH.D., Associate Professor of Economics

The Basic Ideas of Economics, Stackpole Company, Harrisburg, 1953.

MYRA RICHARDS JESSEN, PH.D., Associate Professor of German

Review of *Novalis. Der Dichter der blauen Blume* by Von Friedrich Hiebel, Francke Verlag, Bern, 1951, in *Modern Language Notes*, LXVII (1952), 495-496.

HERTHA KRAUS, PH.D., Carola Woerishoffer Associate Professor of Social Economy

Governing Post-War Germany, edited by Edward Litchfield, section on "Health and Welfare Services," Cornell University Press, Ithaca, 1953, 381-403.

HAROLD W. KUHN, PH.D., Assistant Professor of Mathematics

Editor *Contributions to the Theory of Games*, Princeton University Press, Princeton, 1953. (In collaboration with A. W. Tucker.)

"Extensive Games and the Problem of Information," *Contributions to the Theory of Games*, Princeton University Press, Princeton 1953, 193-216.

"The Solution of Games by Behavior Strategies," *Proceedings of the Fourth Annual Logistics Conference*, George Washington University, Washington, D. C. (1953), 1-24.

RICHMOND LATTIMORE, PH.D., Paul Shorey Professor of Greek

Aeschylus, Oresteia, translated with an introduction, The University of Chicago Press, Chicago, 1953.

Reviews in *American Journal of Philology* and *Classical Philology*.

ANGELINE H. LOGRASSO, PH.D., Associate Professor of Italian

Biographical notes on Francis Thompson in "Io sono Colui che tu cerchi" by Sister Mary Charlotte in *la Rocca*, Anno XII, No. 4 (February 1953), 5.

"Message from Angeline H. Lograsso" (as President of the American Association of Teachers of Italian) to the American Association of Teachers of French on the occasion of the Twenty-fifth Anniversary of the Founding of the Association, *The French Review*, XXVI, No. 5 (April 1953).

"La vita di Arcangelo Corelli scritta da Piero Maroncelli," *La Pie*, Anno XXII, No. 9-10, XXVI (Settembre-Ottobre 1953), 197-201.

MACHTELD J. MELLINK, PH.D., Assistant Professor of Classical Archaeology

Book reviews in *American Journal of Archaeology* *Journal of Near Eastern Studies* and *Bibliotheca Orientalis*.

PAUL HUGO MEYER, M.A., Instructor in French

"The Manuscript of Hume's Account of his Dispute with Rousseau," *Comparative Literature*, IV (1952), 341-350.

FRITZ MEZGER, PH.D., Professor of Germanic Philology

"Ahd. *jungīdi*, lit. *vilkytis*, got. *nithjis*," *Zeitschrift für vergleichende Sprachforschung*, LXXI (1953), 117-119.

AGNES KIRSOPP MICHELS, PH.D., Associate Professor of Latin

Review of *Poetica Nuova in Lucrezio* by L. Ferrero, *American Journal of Philology*, 74 (1953), 220-221.

WALTER C. MICHELS, PH.D., Marion Reilly Professor of Physics

"A Frequency Eliminating Transconductance Bridge," *Review of Scientific Instruments*, Vol. 23 (published June 1952), 293-295. (In collaboration with Richard C. Barbera.)

Review of "Electrical Measurements," by Forest K. Harris, *Ibid.* (published July 1952), 375-376.

"An Undergraduate Experiment for the Determination of Alpha-Particle Range," *American Journal of Physics*, XXI (1953), 307-309. (In collaboration with Eva Wiener.)

"Man as a Meter," *Physics Today*, VI (August 1953), 4-7. (In collaboration with Harry Helson.)

MILTON C. NAHM, B.LITT., PH.D., Professor of Philosophy

Editor *Proceedings and Addresses of the American Philosophical Association*, XXVI, The Antioch Press, Yellow Springs, September 1953.

"Morality in America," *Bryn Mawr Alumnae Bulletin*, XXIII, No. 4 (1953), 1-2, 34-36.

JANE M. OPPENHEIMER, PH.D., Associate Professor of Biology

"Functional regulation in *Fundulus heteroclitus* embryos with abnormal central nervous systems," Abstract, *Anatomical Record*, III (published in 1951), 55.

Book reviews in *Quarterly Review of Biology* and *Scientific Monthly*.

JOHN C. OXTOBY, M.A., Associate Professor of Mathematics

"Èrgodičeskie Mnozhestva," *Uspehi Matematičeskih Nauk*, (N.S.) VIII, No. 3 (55), (1953), 75-97. Translated into Russian by S. V. Fomin, from "Ergodic Sets," *Bulletin of the American Mathematical Society*, LVIII (1952), 116-136.

FRANK S. PARKER, PH.D., Assistant Professor of Biology

"The Interaction of Chloroquine with the Albumin of Bovine Plasma," *The Journal of Biological Chemistry*, CXCIX (1952), 889-895. (In collaboration with J. Logan Irvin.)

"The Interaction of Chloroquine with Nucleic Acids and Nucleoproteins," *Ibid.*, 897-909. (In collaboration with J. Logan Irvin.)

"The Interaction of 4-Aminosalicylic Acid with Bovine Plasma Albumin," *The Journal of Biological Chemistry*, CCIV (1953), 289-293. (In collaboration with Sara S. Weed.)

WILLIAM J. ROACH, PH.D., Visiting Professor of French

The Continuations of the Old French Perceval of Chrétien de Troyes, III, Part I, American Philosophical Society, Philadelphia, 1952.

EUGENE V. SCHNEIDER, PH.D., Assistant Professor of Sociology

Compiler and Editor *Abstracts of Completed Doctoral Dissertations for the Academic Year 1951-1952*, (External Research Staff Paper, *Abstract Series*, No. 2), Department of State, Washington, D. C., (publication date pending). (In collaboration with Arthur P. Dudden.)

Interrelations Between the Social Environment and Psychiatric Disorders, "Sociological Concepts and Psychiatric Research," Milbank Memorial Fund, New York, 1953, 29-50.

Review of *The Dynamics of Morals* by Radhakamal Mukerjee, *American Journal of Psychology*, LXVI, No. 3 (1953), 510-511.

PAUL SCHRECKER, PH.D., LL.D., Visiting Professor of Philosophy

Freedom and Authority in our Time, "The Freedom of Civilization," Twelfth Symposium of the Conference on Science, Philosophy and Religion, Harper, New York, 1953, 647-657.

JOSEPH CURTIS SLOANE, M.F.A., PH.D., Professor of History of Art

Review of *The Psychology of Art* by André Malraux, *The Art Bulletin*, XXXIV (1952), 335-342.

Review of *Literature through Art: A New Approach to French Literature* by Helmut Hatzfeld, *College Art Journal*, XII (1952), 80-82.

ALEXANDER COBURN SOPER, III, M.F.A., PH.D., Professor of History of Art

"Literary Evidence for Early Buddhist Art in China. II: Pseudo-foreign Images," *Artibus Asiae*, XVI (1953), 83-110.

Reviews in *Artibus Asiae* and *American Journal of Archaeology*.

ARTHUR COLBY SPRAGUE, PH.D., Professor of English Literature

Shakespearian Players and Performances, Harvard University Press, Cambridge, 1953.

"Gadshill Revisited," *Shakespeare Quarterly*, IV, 125-137.

Book reviews in the *Shakespeare Quarterly* and *Theatre Notebook*.

FREDERICK THON, M.F.A., Theresa Helburn Associate Professor of the Drama

Review of "*Death of a Salesman*" *Effective in Spanish*, *New York Herald Tribune* (August 2, 1953).

"On Producing Shakespeare," *Players Magazine*, Vol. 28, No. 2 (November 1952), 27-28.

"Playwriting," *Players Magazine*, Vol. 29, No. 5 (February 1953), 102-103.

EVERETT PARSONS TOMLINSON, PH.D., Lecturer in Physics

"Conversion Coefficients and Spectrum Shapes from Sb¹²⁴," *The Physical Review*, XCI (1953), 484. (In collaboration with S. L. Ridgway and K. Gopalakrishnan.)

THEODORE HERMAN VON LAUE, PH.D., Lecturer in History

The Diplomats, 1919-1939, "Soviet Diplomacy; Chicherin," Edited by Gordon Craig and Felix Gilbert, Princeton University Press, Princeton, 1953, Chapter VIII, 234-281.

ROGER HEWES WELLS, PH.D., Professor of Political Science

Supervisor and editor of monographs, Historical Division, Office of the U. S. High Commissioner for Germany, Frankfurt/Bad Godesberg, Germany

The Allied High Commission for Germany, 1953.

Allied High Commission Relations with the West German Government, 1952

Revision of the Occupation Statute for Germany, 1952.

The West German Federal Government, 1952.

Berlin: Development of its Government and Administration, 1952.

State and Local Government in West Germany, 1953.

Field Organization of the Office of the U. S. High Commissioner for Germany, 1952, with supplementary volume on *Documents on Field Organization*, 1952.

The Employment of German Nationals by the Office of the U. S. High Commissioner for Germany, 1952.

The Special Projects Program of the Office of the U. S. High Commissioner for Germany, 1952.

The West German Banking System, 1952.

Labor Problems in West Germany, 1952.

The Liberalization of West German Foreign Trade, 1952.

Economic Assistance to West Berlin, 1952.

Food and Agricultural Programs in West Germany, 1952.

Community and Group Life in West Germany, 1952

Women in West Germany, 1952.

The West German Educational System, 1953.

Press, Radio and Film in West Germany, 1953.

Supervisor and editor of eleven monographs and one collection of documents, typed or mimeographed, Historical Division, Office of the U. S. High Commissioner for Germany, 1952-1953.

Governing Postwar Germany, two chapters contributed, Edward H. Litchfield and Associates, Cornell University Press, Ithaca, 1953, 57-116.

"West German Education Review," *The American-German Review*, XIX, No. 6 (August-September 1953), 34, 40.

MARY MARGARET ZENDER, M.A., M.S.S., Associate Professor in Social Economy

"Report on an Institute in Supervision," *Education for Public Social Welfare* (1952), 4-8.

SUPPLEMENT TO THE PRESIDENT'S REPORT

III

Official Publications, 1952-1953

BRYN MAWR COLLEGE CALENDAR

Finding List issue, Vol. XLV, No. 4, November 1952

Report of the President issue, Vol. XLVI, No. 1, December 1952

Undergraduate Courses issue, Vol. XLVI, No. 2, June 1953

Graduate Courses issue, Vol. XLVI, No. 3, July 1953

BRYN MAWR COLLEGE GAZETTE, Vol. V, Nos. 1-7

Respectfully submitted,

CAROL BIBA

Director of Public Relations

SUPPLEMENT TO THE PRESIDENT'S REPORT

IV

Gifts Received from July 1, 1952 to June 30, 1953

GIFTS FOR CURRENT EXPENDITURES

Alumnae	<i>Totals</i>
The Alumnae Association and Bryn Mawr Clubs	\$37,588.81
Individual Donors	7,168.38
Undergraduate and Group Donations	4,300.00

Foundations and Special Funds	\$ 49,057.19
	40,800.00
Friends of the College	
Clubs and Group Donations	\$24,933.60
Individual Donors	17,729.00
Annual Giving	12,869.83

	55,532.43
Total.....	\$145,389.62

GIFTS AND BEQUESTS FOR ENDOWMENT

Alumnae	
Class and Club Gifts	\$11,748.02
Individual Donors	122,954.95
Bequests	1,674.24

	\$136,377.21
Friends of the College	
Individual Donors	\$ 2,232.00
Bequests	6,288.24

	8,520.24
Bryn Mawr College Bookshop	2,050.00

Total.....	\$146,947.45

TOTAL OF ALL GIFTS \$292,337.07

Respectfully submitted,

CLARISSA WARDWELL PELL

Executive Secretary of the Resources Committee

REPORT OF THE DEAN OF THE COLLEGE

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1952-1953:

THE CURRICULUM

Each year as I review the curriculum in preparation for this report I am impressed anew by the number of changes and revisions which have occurred. These reflect both the new needs and the new interests of students and faculty and also the new problems of our times which demand recognition in any liberal arts curriculum.

Among the revisions and changes which occurred in the past academic year probably the most important was the addition of a new major in the Department of Music. The major planned by Professors Alwyne and Goodale will consist of a sequence of courses in the History and Appreciation of Music and in Harmony, Counterpoint, Composition and in the study of various musical forms. Students who elect the major will be required to pass a proficiency test in piano. The major will be open to undergraduates in the fall of 1954; the intervening year will permit the Department of Music to expand and improve its library. A visiting lecturer will be appointed to teach one of the new courses included in the plan.

The present Speech requirement which must be met by all candidates for the A.B. degree was reviewed by the Curriculum Committee of the Faculty. The Committee believed that the aim of such a requirement was that all students be able to meet a standard of correct articulation and that further work should be available to students interested in Oral Composition and Public Speaking. The requirement was therefore revised and plans were made to offer additional work in Public Speaking. The new requirement will be met by each freshman having an interview with the instructor in Speech at the beginning of the year, to be followed by remedial work, ordinarily throughout the first semester, for those needing it. This new definition of the requirement replaces the former series of lectures. An effective course in Public Speaking will be given for those desiring additional training. It will be conducted as a semester course carrying one-half unit of credit.

Probably the aspect of the curriculum which was most constantly under discussion by all groups within the College, students and faculty alike, was the college requirement of a reading knowledge of two foreign languages. The concern and lively debate at Bryn Mawr reflect a similar concern and equally lively debate among educators and students nationally. In recent months many conferences have been held and many experiments initiated in language teaching. At Bryn Mawr the faculty and student curriculum committees met jointly and undergraduates held discussion meetings with the faculty members of the various language departments; they also conducted a student poll, the results of which supported a requirement in two languages, but indicated disapproval of the present system of testing. In spite of the discussions, no great revisions or basic changes were made or suggested by any group within the College. Everyone felt the need for further time to become familiar with new thinking on the subject and for evaluating the very considerable amount of new material which is constantly appearing.

ENROLLMENT

In the supplement to this report prepared by the Recorder of the College, it will be noted that there were 589 students in the undergraduate college. Of this total, 31 students, or 5.3 per cent of the student body, were students of foreign citizenship. In the years immediately following World War II (1946-1948) similar numbers of foreign students attended Bryn Mawr. By 1949, however, the percentage had risen to 7.8 and in the following year to 9.1. The drop to 5.4 in 1951-52 and to a similar percentage this year reflects the increasing financial difficulties facing foreign students, who are almost all restricted by international currency regulations. Although the College has been able to help many, it has not been possible to award special scholarships to all of the many good candidates.

The total of 589 students includes 9 members of the undergraduate college who were spending the Junior Year Abroad in France, Italy and Scotland. Since the War, the largest number of students abroad in any given year was 13 in 1946-47, and the smallest, 5 in 1948-49.

During the year 31 students from Haverford College were registered for 17 Bryn Mawr courses, under the Three-College Plan of Cooperation.

SPECIAL SERVICES

I should like to call attention to the reports of Doctors Humeston and Smith on the health and infirmary services offered to students. In order to provide additional time for psychiatric consultations, Dr. Wharton Sinkler was appointed to the staff and came to the college for one afternoon weekly. When he resigned for reasons of health, his work was carried on by Dr. Richard Lonsdorf.

Professor Cox, in her report on the Child Study Institute, describes the facilities available to members of the undergraduate college. She refers to the testing of interests, counseling on academic and other problems and study of personality which she and her staff have been able to provide. The fact that such professional help can quickly be brought to the more specialized problems of undergraduate students is of great importance to our general system of advising and counseling. In the course of the year 46 undergraduates took advantage of such assistance and attended a total of 253 conferences with Mrs. Cox and her staff.

STUDENT ACTIVITIES

Every report on student activities which I have written has seemed to me inadequate. I have never found any way to describe satisfactorily the frightening complexities of campus affairs and the accomplishments of the many student organizations. This year it occurred to me that a review of the annual reports of the heads of student organizations might lead to a more valid account. Through the kindness of the student officers, I have been able to examine the report of the President of the Undergraduate Association and of the heads of 29 other organizations which range in size from the all-college Student Government Association to relatively small groups such as the Language and Science Clubs. All organizations, however, have in common the characteristics of enthusiasm, energy and activity. The many organizations are difficult to classify. Some are concerned with the creative arts (Chorus, the Bryn Mawr Theatre and the Dance Group, for example), some with political affairs, some with religious discussion and worship, some with social service and some with recreation and sports. Others are devoted to student welfare, such as helping the freshmen become a part of the College quickly, and some, such as the Curriculum Committee and the Library Council, are concerned from the undergraduate point of view with the academic functioning of the College and work with similar faculty committees. The importance of these groups cannot be overestimated. In the first place, they constitute a government of all aspects of student life and they are a complex experiment and a valuable experience in com-

munity organization. In the second place, they offer a wide choice of activities in which each student may test her interest and prove her ability. The tangible results—impossible to list completely—are, I think, impressive. It is difficult to signal out a few accomplishments, and yet it seems worthwhile to present even a partial and arbitrarily selected list such as the following:

The management of Freshman Week.

The presentation of 4 major plays and a similar number of concerts.

The raising of more than \$3,600 for undergraduate scholarships.

The League's management of the Bryn Mawr Summer Camp.

The conducting of Nurses' Aide courses in cooperation with the local Civilian Defense program.

Organization of a series of vocational meetings with speakers from various professional fields.

I should like to mention especially some of the student groups who work cooperatively in areas which also concern faculty committees. I have already outlined the activities of the student Curriculum Committee. Another group similarly engaged is the undergraduate Library Council, which meets regularly throughout the year with members of the Library staff taking up all kinds of questions connected with the student use of library facilities.

No account of undergraduate activities would be complete without mention of two special events. The first of these was the Bryn Mawr Parents' Day held early in May. In preparation for this occasion student committees worked with great enthusiasm and efficiency. The second event was the completion and dedication of the Applebee Barn named in honor of Miss Constance M. K. Applebee, known and admired by many generations of Bryn Mawr undergraduates.

In closing, I should like to thank my colleague, Assistant Dean Catherine H. Fales, for the assistance she gave me throughout the year, and I should like, too, to express my pleasure in working with her. During part of the second semester I carried a half-time program and at the end of the academic year I was on leave of absence. During these periods Dean Fales took on ever-increasing responsibilities for the duties of the Dean. Both of us have appreciated the constant support given us by the Dean's Office staff—Miss Sidney V. Donaldson, Secretary to the Dean, and Miss Margaret E. Irwin, Secretary in the Office of the Dean.

Respectfully submitted,

DOROTHY N. MARSHALL

Dean of the College

SUPPLEMENT TO THE DEAN'S REPORT

I. Statistics of Undergraduate Students, 1952-1953

Summary of Registration by Classes

Class of 1953	126
Class of 1954 (Including 9 having Junior Year Abroad)	131
Class of 1955	152
Class of 1956	<u>180</u>
TOTAL	589

Geographical Distribution †*

	<i>Number</i>	<i>Percent</i>
United States residence and citizenship:		
Middle Atlantic States	309	52.5
South Atlantic States	78	13.2
New England States	70	11.9
East North Central States	43	7.3
Pacific States	17	2.9
West South Central States	14	2.4
West North Central States	12	2.0
Mountain States	3	.5
East South Central States	<u>2</u>	<u>.3</u>
	548	93.0
Foreign residence, United States citizenship:		
France	3	
Argentina	2	
Brazil	1	
Dominican Republic	1	
Germany	1	
Netherlands West Indies	1	
Switzerland	<u>1</u>	<u>1.7</u>
	10	
Foreign citizenship:**		
China	7	
Great Britain	5	
France	3	
Netherlands	2	
Korea	2	
Malaya	2	
Denmark	1	
Canada	1	
Egypt	1	
Germany	1	
Hungary	1	
Philippines	1	
Sweden	1	
Venezuela	1	
"Displaced Persons" (Jugoslavia; Czechoslovakia)	<u>2</u>	<u>5.3</u>
TOTAL	<u>589</u>	<u>100.0</u>

The students come from 36 states, the District of Columbia, and
21 countries other than the United States.

* Classification as employed by U. S. Bureau of the Census, Washington, D.C.

† Students having the Junior Year Abroad are classified under their U. S. residence.

** This listing is by citizenship and not necessarily by residence.

Average age in the Senior Class (October 1952) 21 years 1 month

Number of schools preparing the 589 students 409 schools, and
33 colleges and universities (or foreign matriculation examinations) from which
students entered on transfer.

Of the 409 preparatory schools, 318 gave final preparation, 163 being public schools
and 155 independent schools.

Daughters of Bryn Mawr Alumnae in the Undergraduate School 53

Percentage of Majors in Each Field

(Comparative figures for five years)

(Computed from figures for the two upper classes as of April)

MAJOR	1948-49	1949-50	1950-51	1951-52	1952-53
Biology	7.5	8.0	4.6	4.0	6.3
Chemistry	8.4	8.0	4.2	5.4	5.5
Classical Archaeology	2.5	2.5	2.7	3.3	1.2
Economics	3.2	2.5	3.9	2.9	2.4
English	11.9	18.2	18.5	19.9	20.1
French	5.4	5.2	6.9	6.2	6.3
Geology	1.6	1.2	3.1	3.3	2.0
German	3.3	3.6	5.0	3.6	.8
Greek	1.2	1.2	..	..	..
History	13.3	9.2	9.7	11.2	14.2
History of Art	7.1	8.0	6.9	6.6	7.1
Italian .....	..	..	..	..	..
Latin	1.2	.8	1.6	1.8	.8
Mathematics	2.5	1.6	..	..	.8
Philosophy	4.5	5.6	8.1	7.6	6.3
Physics	1.6	1.2	1.6	.7	1.2
Politics	12.3	10.0	11.6	11.2	10.3
Psychology	7.9	8.4	5.0	4.3	4.0
Russian .....	..	.4	.8	1.1	.8
Sociology-Anthropology ...	2.1	2.0	2.3	2.9	5.1
Spanish	2.5	2.0	3.5	3.6	2.4
No Major .....	..	.4*	..	.4†	2.4*
TOTAL PERCENTAGES IN ALL FIELDS	100.0	100.0	100.0	100.0	100.0
TOTAL MAJORS IN ALL FIELDS (Junior and Senior Classes)	242	249	259	276	253

* Student having Junior Year Abroad; no Major Work plan on file.

† Foreign student assigned to Junior Class; no Major Work plan on file.

*Students enrolled autumn 1951 who did not return autumn 1952 (other than those
graduating June 1952 and those spending the Junior Year Abroad):*

Study elsewhere	27
Marriage	14
Academic	7
Health	2
Other (Travel; Finances; Return to Europe; Personal Reasons)	16
TOTAL	66

II. Statistics of the Class Entering Autumn 1952

Total entering: 198 (including 18 transfer students)

<i>Preparation of students entering as Freshmen:</i>	<i>Number</i>	<i>Percent</i>
entirely in independent schools	91	50.5
entirely in public schools	72	40.1
in both public and independent schools	17	9.4
TOTAL	180	100.0

Colleges and universities from which students entered on transfer:

Connecticut College; Cornell University; Guilford College; University of Michigan; New York University; Oberlin College; Radcliffe College; University of Rochester; Salem College; Sweet Briar College; Wells College; Wellesley College; Wheaton College.

Foreign academic institutions or examinations: University of Cairo, Egypt; Colegio Nacional de San Isidro, Buenos Aires, Argentina; Cambridge University Higher Schools Certificate; French Baccalaureat Examinations; University of Madrid.

Geographical Distribution (at time of entrance):

United States residence and citizenship:	<i>Number</i>	<i>Percent</i>
Middle Atlantic States	95	47.9
New England States	30	15.2
South Atlantic States	22	11.2
East North Central States	16	8.1
Pacific States	7	3.5
West North Central States	4	2.0
West South Central States	4	2.0
Mountain States	1	.5
	<u>179</u>	<u>90.4</u>

Foreign residence, United States citizenship:

Argentina	2	
Netherlands West Indies	1	
France	1	
Brazil	1	5
	<u>1</u>	<u>2.5</u>

Foreign citizenship:

China	3	
Great Britain	2	
Korea	2	
Denmark	1	
Germany	1	
Malaya	1	
Philippines	1	
Sweden	1	
Hungary	1	
Egypt	1	14
	<u>1</u>	<u>7.1</u>

TOTAL ENTERING 198 100.0

Average age October 1, 1952 (180 Freshmen) 17 years 5 months

Students in the entering class who are daughters of Bryn Mawr alumnae 17

Respectfully submitted,

MARIAN C. ANDERSON
Recorder of the College

REPORT OF THE DEAN OF THE GRADUATE SCHOOL

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1952-1953:

Everything was in good order when, as the new dean, I took over in September and the year continued without incident. I am tremendously grateful to Miss Taylor and to Mrs. Carland for having laid the groundwork for me so effectively. It would have been hard indeed to try to fill Miss Taylor's place if they both had not done all in their power to prepare the way.

There were no real innovations during the year. Early in the winter the Reciprocal Plan with the University of Pennsylvania was reviewed and as a result of several conferences with Dean Nichols of Pennsylvania it was decided to extend the plan to part-time students. A change was made, too, in the date by which the final copies of Ph.D. dissertations must be in our hands. Because of difficulty in securing publication the Graduate Committee voted to require delivery of the manuscript in microfilmable form by October first of the year in which the degree is awarded. Late in the spring the President appointed a committee consisting of Mr. Broughton, chairman, the Dean of the Graduate School, and Mr. Schneider to study the pursuits of holders of Bryn Mawr M.A. and Ph.D. degrees. Some 900 questionnaires were sent out, and, at the time of writing, replies have been received from about half.

The Alumnae Association has for some time past assigned to the Graduate School the contributions made to the Alumnae Fund by graduate students. This year these contributions came to more than \$1,100 and, with a generous gift from one of the Ph.D.'s of 1953, they enable the Scholarships Committee to make six grants in aid in 1953-54 instead of the usual four. We are most grateful to the Alumnae Association as well as to the individual donors for this support. Indeed, the mainfest interest of the alumnae of the College in the Graduate School was one of the pleasant experiences of the year. Two of the monthly luncheons of the Philadelphia Club were centered on the School and at Alumnae Weekend and the meetings of the Council in the spring, there were good discussions of the interrelation of the Graduate School and the College as a whole.

Things went well in the Graduate Center. The most serious difficulty—the heating problem which had been getting worse each year—was corrected during the summer thanks to the special efforts of Mr. Francis Stokes and Mr. Edgar Rhoads. The resident students were an interesting, and, in spite of their diverse origins, a homogeneous group. Their Christmas play was a delight—an artistic as well as an intensely funny presentation of “Pyramus and Thisbe.”

Fellowships for 1953-54 won by students in this year's Graduate School were gratifying. The Fanny Bullock Workman Fellowships, the highest honor bestowed by the College upon a graduate student, were awarded this year to Miss Julia McGrew, Howard L. Goodhart Fellow in Mediaeval Studies, and Miss Isabel Witte, Fellow in History. When Miss Witte received a Fulbright grant, the second Workman Fellowship was given to Miss Margaret Epstein, Fellow in French. These students will continue research for their dissertations abroad, Miss McGrew in Denmark, Miss Witte in Scotland, and Miss Epstein in France. Fulbright awards also went to Miss Mary Taylor for study at the American Academy in Rome and to Miss Ellen Psaty for research in history of art in Japan. Mrs. Joan Fulton White, who last year was given a Public Health Service Research Fellowship by the National Cancer Institute, has had a renewal of the award, this time for postdoctoral research in biology at Bryn Mawr. Miss Georgiana Scovil was awarded a fellowship by the American Association of University Women which she will use at Bryn Mawr while continuing work toward the Ph.D. in physics. Two Canadian Federation of University Women Fellowships were awarded to Bryn Mawr students—one to Miss Joan Morrison for work toward the Ph.D. in English at Bryn Mawr, and one to Miss Marie Spence for studies in Greece.

The address at Graduate Assembly, when the awards were announced, was made by Mrs. Phyllis Goodhart Gordan, Bryn Mawr 1935, who spoke delightfully about her researches on the life of the mediaeval scholar, Poggio.

For the Department of Social Economy Miss Hathway reports that the transfer from the former quarters in the Library, which was completed during the summer of 1952, has added greatly to the comfort and efficiency of the operation of the Department.

Forty students were placed in the field in 25 agencies. The new agencies added this year included the Children's Aid Society of Delaware County, the Children's Aid of Lehigh County, the Children's Bureau of Delaware, the Juvenile Court of Delaware County, the Association for

Jewish Children, the Marriage Council of Philadelphia, The Johns Hopkins Hospital of Baltimore, and the Family and Children's Service of Harrisburg. At the request of the student body, a Student Council was formed early in the year and a constitution for a Student Organization was formulated and adopted by the total student body late in May. For the second time, the Department submitted a student's thesis in the nation-wide contest sponsored by Smith College for the best piece of research completed by a student in 1951. Mrs. Sally Wessel of Philadelphia, M.S.S. 1952, was awarded first prize for her paper entitled "A Study of the Results of the Use of the Hunt Movement Scale at Family Service of Philadelphia." In accordance with the provisions of the award, the thesis will be published in the *Smith College Studies in Social Work* in October 1953. In March, Mrs. Katherine Kendall, Educational Consultant, Council on Social Work Education, spent three days here reviewing the program leading to the Ph.D. in Social Economy. This was one of a series of visits she is making on behalf of the Committee on Advanced Education of the Council on Social Work Education for the purpose of obtaining information on third year and doctoral programs offered in Schools of Social Work.

Under the provisions of the National Mental Health Act, the Department of Social Economy has just received a grant of \$8,000 from the United States Public Health Service for the purpose of developing the curriculum in Psychiatric Social Work. This grant will provide for the addition to the department staff of a lecturer in Psychiatric Social Work and for additional facilities.

It was an exciting year for me with so many new things to think about and to do. The multiplicity of the latter has led, I fear, to a certain neglect of the former. It is always easier to act than to think, and the sheer pleasure of being at Bryn Mawr disposed me to accept everything uncritically.

Certain problems, however, are beginning to take form—some of them suggested by the questions raised in the last Report of the President to the Board of Directors. The first of these has to do with the teaching load of the faculty. Coming from an institution where the activities of the staff were more or less equally divided among teaching, the practice of medicine and research, I have been struck by the devotion of the Bryn Mawr faculty to the students. I was aware, of course, that at Bryn Mawr "the student comes first" but had not fully realized the degree to which this is true. I am the more impressed by both the quantity and the quality of the original work of the faculty. But to accomplish

so much must entail a loss in other directions, certainly the loss of any leisure!

No simple solution of the difficulty comes to mind. There are minor ways in which the situation might be improved—for instance, by the provision of more technical aids. I should not care to recommend a fundamental change in our attitude toward the student, nor is it in my province to do so, but it occurs to me that a little less solicitude, a little less flexibility in the schedule and in the provision of separate instruction might ease the teacher's burden—and without loss to the mature graduate student.

I have to withdraw even this slender pseudopod when it touches the foreign student. These young women often arrive at Bryn Mawr with two conflicting aims: to get an M.A. in the one year they are to be here and to take some specific seminar which may not be given that year. The way out of the dilemma is to provide a unit—sometimes two units—of supervised work. A recent count shows that 40 per cent of all graduate students (in departments other than Social Economy) and 60 per cent of those from Europe and Asia are receiving this special treatment. It is a practice that not only makes extra work for the faculty but tends, as well, to weaken the seminars. There seems, however, to be no other way of meeting the needs of these students. We can refuse to admit students who want work that is outside our scope but not those for whom, ordinarily, we are able to make satisfactory plans. I might add that the omission each year of some of the listed courses is not peculiar to Bryn Mawr; it is done all over the world and is the result of the teachers' desire for variety as well as of vacancies in the staff.

Besides the confusion caused by the rotation of courses, trouble frequently arises from a misunderstanding on the part of the foreign student of the areas of knowledge covered by certain departments. This is particularly true of Education and Psychology and of Economics, Sociology and Social Economy. Some explanation of these terms should be given in the *Graduate Calendar*, and we should take great care, on our part, in interpreting the student's statement of purpose.

The finances of the foreign student are another matter for concern. Although nearly all of these students are here on scholarships that cover residence and tuition, and all except the German Scholar receive some help from home, incidental expenses are often more than they are prepared to meet. These include health insurance, graduation fees, laboratory fees, board and lodging during holidays and, for those taking a course at the University of Pennsylvania, the cost of commuting once or

twice a week—a total of \$150 to \$225 for unavoidable expenses directly connected with academic work. In addition are the usual living expenses plus those arising from the natural desire of a foreigner to see something of America beyond the campus. The Alumnae Grants in Aid are not available to these students since they are applicable only against residence and tuition charges, but Mrs. Diez has a small fund upon which she can draw in case of emergency. While extra expenses are mentioned in the *Calendar* they are not clearly presented and I plan to give advice on this subject in future letters of admission.

For all the special problems they inevitably bring, the foreign students are a blessing we greatly appreciate. They are interesting in themselves; they are constant reminders of other cultures and bring fresh light to our own by questioning aspects that we are apt to take for granted, and when they return to their homes each is a small center from which is spread news of the United States in general and Bryn Mawr in particular.

REGISTRATION

During the year 146 students were admitted for full or part-time work. There were 143 students in the first semester, 10 of whom withdrew at the end of that term; 3 new students registered for the second semester. Eighty-three students were doing full-time work. There were 40 residents of the Graduate Center, one of whom was a Research Fellow from England. One hundred and seven were non-resident. There were 22 men in the Graduate School enrolled in the following departments: Social Economy 18, Geology 2, Chemistry 1, and Greek 1.

DEPARTMENT OF SOCIAL ECONOMY

Forty students were doing full-time work toward the M.S.S. degree and one toward the Ph.D. In addition, there were 9 part-time students. Six states and 6 countries outside the United States were represented.

FELLOWS AND SCHOLARS

There were 10 Resident Fellows, 1 Fellow by Courtesy, 1 Non-Resident Coordination Fellow, 11 Resident Scholars and 11 Non-Resident Scholars.

FOREIGN STUDENTS

There were 26 foreign students in the Graduate School. These included 10 Foreign Scholars. They came from the following countries: 6 from Canada, 3 each from England and France, 2 each from Australia.

Germany, Greece and Italy, and 1 each from China, Estonia, India, Japan, the Philippines and Spain.

EXCHANGES WITH OTHER UNIVERSITIES

Six students went from Bryn Mawr to the University of Pennsylvania under the Reciprocal Plan to take courses in Anthropology, Biology, Classical Archaeology, Education, History and Mathematics. Three students came from the University of Pennsylvania to Bryn Mawr for studies in Classical Archaeology, French and Greek.

Six students from the Haverford Social and Technical Assistance Graduate Program took Dr. Kraus's seminars in Comparative Social Welfare and International Social Welfare.

DEGREES

Nine Ph.D. degrees were awarded at Commencement 1953 (2 in Biology, 2 in English, 1 each in Greek, History, Philosophy, Political Science and Social Economy).

Twenty M.A. degrees were awarded (4 in French, 2 each in Chemistry, English, History, Mathematics and Physics, 1 each in Biology, German, History of Art, Latin, Philosophy, and Sociology and Anthropology).

Fifteen M.S.S. degrees in Social Economy were awarded.

DISSERTATIONS PUBLISHED 1952-53

Department of Chemistry

LUCILLE HOLLJES ALTSCHUL (degree awarded at Commencement 1951).

The Hydrolysis of Substituted Benzoic Anhydrides by Ernst Berliner and Lucille Holljes Altschul.

Reprint from *Journal of the American Chemical Society*, 74, 4110 (1952)

Department of English

RENATE WOLFF (degree awarded at Commencement 1951).

Currents in Naturalistic English Fiction 1880-1900, with Special Emphasis on "Mark Rutherford."

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1953.

Department of Geology

CHI-SHANG CH'IH (degree awarded at Commencement 1949).

Structural Petrology of the Wissahickon Schist near Philadelphia, Pennsylvania (with special reference to granitization).

Reprint from *Bulletin of the Geological Society of America*, 61, 923 (1950).

Department of German

HEINZ POLITZER (degree awarded at Commencement 1950).

Studies on Jewish Contributors to German Literature: Heine and Börne.

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1953.

Department of History

GRACE M. HENNIGAN (degree awarded at Commencement 1943).

Studies in Irish Ecclesiastical History, 1603-1615.

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1953.

Department of Philosophy

ELIZABETH RAMSDEN EAMES (degree awarded at Commencement 1951).

A Discussion of the Issues in the Theory of Knowledge Involved in the Controversy Between John Dewey and Bertrand Russell.

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1953.

Respectfully submitted,

ELEANOR A. BLISS
Dean of the Graduate School

REPORT OF THE DEAN OF FRESHMEN AND DIRECTOR OF ADMISSIONS

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1952-1953:

The Class of 1956, described in Mrs. Paul's report last autumn, has proved an able and steady group. While claiming at the year's end no student with a *summa cum laude* average, an unusually large percentage of the class maintained an honors average and a smaller group than usual finished the year with an average below 70.

It is difficult to write of the freshmen as a separate unit, because our whole policy at Bryn Mawr is directed toward integrating them as quickly as possible with the three upper classes. This is done through the counseling system, through the student's Self-Government Association in which freshmen have the same privileges and responsibilities as the upper classes, and through the living arrangements. The freshmen are likewise encouraged to take part from the beginning in extra-curricular activities and may hold paid jobs. With the exception of English Composition their classes, too, are composed of students from the four groups. Through study of their records and with the help of placement tests, the deans make a definite effort to challenge these new students by assigning them to courses which do not repeat any advanced work they may have covered at school. In this way, many freshmen each year take courses above the first-year level in languages, literature and in history. It seems to me that we might also consider allowing a limited number of students who have had unusually strong preparation in science to attempt a second-year course in Chemistry or in Biology. So far, our science departments have not considered this advisable. However, the new advanced standing examinations with which the College Board is at present experimenting may open the way to further methods by which an exceptionally able and well-taught student may proceed at her own individual rate.

The College has tried even in the one strictly freshman course, English I, to meet the changing demands that grow from the wide assortment of courses in English offered at the school level. It is felt that even the best students profit by further training in writing, but that none need repeat the study of books read in high school. The freshman herself selects from among the eight sections of English I, one stressing Literature of the 20th Century, or American Literature from 1840 to the present, or English Literature of the Renaissance.

Turning to the subject of Admissions, we find that Bryn Mawr is sharing with other colleges of this calibre a decided rise in numbers of students wanting admission. This might be an even greater cause for rejoicing were it not accompanied at all of these colleges by a proportionate decrease in the numbers accepting the offer of admission. Is this due to a snow-balling of the student's habit of applying at more than one college, or to a real increase in the numbers of students needing scholarships? In a small way the Seven College Conference attempted to answer and analyze the first question by having the College Board study last year the amount of multiple applications even among this small group of women's colleges. As to the second question there is no doubt that last year brought a marked increase in the numbers of our scholarship applicants. Conversely the College and alumnae together gave slightly fewer scholarships to this year's entering group, of which 23.03 per cent as opposed to 27.7 per cent of the previous class are entering on scholarships. It should be noted, too, that Bryn Mawr offers only one large entrance scholarship (a competitive science scholarship of \$1,000) outside of the groups of states in the West and Southwest sharing in the Seven College Conference Scholarship awards. For this reason about a dozen of our most able applicants turned down our offers of lesser scholarships in favor of awards ranging from \$1,400 to \$2,000 at other colleges. This year, too, more of the students who are entering on scholarship, of which the average is \$650, will have to earn supplementary amounts with summer and winter jobs. The College is trying to find more jobs to meet the increased needs of the students. It is also likely that the Alumnae and other Loan Funds will be called on more frequently and for larger amounts in order to give substantial assistance to students.

In spite of the difficulties mentioned, the class which has actually been selected for entrance to Bryn Mawr in the autumn of 1953 should stand up well with its predecessors. The class of 1957 numbers 178 students who were graduated from 131 schools, of which 65 were public high schools, 64 independent schools and 2 foreign schools. There are in addition to freshmen 16 new students (including 2 hearers) admitted with advanced standing to upper classes. The entering groups come from 27 states and 9 foreign countries. It will be interesting to watch the development of these students who through their school records and entrance tests compare favorably with any group admitted in recent years.

Respectfully submitted,

ANNIE LEIGH BROUGHTON

Dean of Freshmen and Director of Admissions

REPORT OF THE LIBRARIAN

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the year 1952-1953.

In the report for the year 1951-1952 mention was made of the overcrowded condition in the library both for books and for working quarters for the staff. Measures were taken to alleviate this problem and after a year of "testing" it is satisfactory to report that the changes have proven to be beneficial, the larger unit for the Reserve Books (Room #147) being probably the chief single gain. The library of the Department of Social Economy was moved to Cartref. This shift is adequate for the present though it is recognized that it will not long serve the increasing book collection for that department.

The Bibliography Room (Room #2), easily accessible to faculty, students and library staff, has helped particularly the working end of the library, as has the Bryn Mawr Room (Room #46).

It is recognized that these adjustments only partially help. The root trouble—lack of space for an ever-increasing book collection and the needs of an ever-expanding college community—has been postponed, not eradicated.

For the record it should be noted that the summer of 1953 saw the beginnings of three more major changes which it is hoped will further ease the situation. Shelves were built in the former Writing Room (Room #142) for the housing of the Reference Collection; the periodicals were moved from Room #41 to #47, the former Reference Room, so as to increase the shelf space for the library's large collection of general periodicals as well as to increase the reading and working space. The third major move not yet realized was the conversion of the former small Periodical Room (Room #41) into a second Rare Book Room. By this latter plan, it is estimated that the present Rare Book Room will provide sufficient space for the Marjorie Walter Goodhart Mediaeval Library and that the other rare volumes will be deposited in the new Rare Book Room, Room #41.

The small library at West House seems to have served the particular needs of those concerned and there was elation mixed with some regret when it was possible to arrange a Seminar Room (Room #101-102) for the Department of Sociology and Anthropology. Inadequate though it may be, it is at least a start whereas before the Department had nothing.

SIZE AND GROWTH

As of June 30, 1953, the accession book record reached the number 238,647 and the accession pamphlet record 17,100, making a total of 255,747 numbered pieces acquired by the college library since the first book (Accession Number 1, Henri Martin's *History of France*) was added on September 26, 1885, sixty-eight years ago. From July 1, 1953, these two records were combined. This is one way of stating that every book worth cataloguing will be accessioned and counted as a volume, whatever its size. Ephemeral material will be added to the Vertical File in the Reference Room or on occasion catalogued for purposes of immediate use but not permanently recorded.

Progress was made in the withdrawal of books. This is a slow process and an expensive one with very little to show for the time consumed, except the erasure of a copy from the collection. The total of missing books (not systematically withdrawn for over 10 years), added to those more recently lost and worn out, makes a cumulated total of staggering size. With the withdrawal of 296 books and 46 pamphlets this year an overall total of over 16,000 pieces have been withdrawn from the library's collection. Much more needs to be done on the discarding of old and worn out copies.

Several new titles have been added to the periodical holdings. Some of especial interest are *Anthropos*, *Bottega obscura*, *Euphorion*, *Insula*, *Latinitas*, *Magazine de l'Afrique du Nord*, *La nouvelle nouvelle revue française*, *Ost-Europa*, *Pacific historical review*, *Perspecta*, *Perspectives USA*, *Revista de literatura*, *Revue d'histoire du theatre*, *Revue theatrale*, *Western political quarterly*.

A few outstanding purchases were: Mizuno: *Yun-kang, the Buddhist cave-temples . . .*; *Collected works of Abraham Lincoln*, published by the Rutgers University Press; Piveteau: *Traite de paleontologie*; *Journal of the Royal Anthropological Institute . . .*, 1918- ; Baroja y Nessi: *Obras completas*.

Gifts

Gifts numbering 2,113 items were given to the library. In a report of this nature it is impossible to name all donors but a list of individual names is appended and appreciation for their generous gifts here recorded. Special mention should be made of the following: From Mrs. Alfred L. Castle (Ethelinda Schaefer '08) an unusual and interesting collection of first editions and memorabilia of Christopher Morley, including thirty-five books, letters, photographs and a typescript copy of *Thunder on the Left*. Miss Elsie E. Lowrey '03 and Mrs. Robert D. Jenks

(Maud Lowrey '00) gave nearly 300 volumes of English and French works on law, history and literature. Mr. Richard W. Lloyd, already a generous friend of the library, gave 48 volumes of first editions of nineteenth-century critical authors. Fine bindings and illustrated editions were the highlights of the collection of over 100 volumes donated by Dr. Craig W. Muckle. The Jewish Chautauqua Society enriched the library's religious books section by giving the beautiful Soncino edition of *The Talmud*. The newspaper collection was augmented by about 400 volumes of the London *Times* given by the University of Pennsylvania Library, which replaced our library's unbound volumes. Beautiful and much-needed art books continued to come regularly from Mrs. Alice Sachs Plaut '08. Through Miss Hilda W. Smith '10 came about 800 volumes which belonged to the Hudson Shore Labor School. Many of these volumes had previously been at Bryn Mawr when the school was on this campus, so in a sense this collection was "returning home." Miss Emily B. Moores '19 gave 100 miscellaneous books from the library of her mother, Elizabeth Nichols Moores '93 and her aunt, Tirzah L. Nichols '96. Miss Emily Greene Balch '89 gave to the college for repository in the library her Nobel Peace Prize gold medal. Mrs. Jacques Vauclain (Myra Elliott '08) and Katharine Gardner '22 both gave substantial numbers of miscellaneous volumes.

USE OF THE LIBRARY

Circulation

The total number of books borrowed continued to average about 40,000. The comparative figures for the past five years are appended. It is interesting to note here that the average number of volumes borrowed by graduate students was 46.6 and by undergraduates 42.1. The number of books placed on reserve totalled 6,823, a slight increase over last year. No record is kept of the number of times a book is borrowed whilst "on reserve," but with an average of five borrowers (some books may be signed out a hundred times whilst others may never even leave the shelves) it may be presumed that the total turnover was at least 35,000.

An analysis of the circulation statistics shows that Literature continues to lead in the type of book borrowed most frequently, followed by History, Science, Political Science, Economics and Education, Philosophy, Art and Religion, in this order.

The number of music records loaned was 1,350.

Inter-library loan

The requests for borrowing books from other libraries as well as loaning books to them continued to occupy considerable time of the staff. A record number of books were borrowed (621), as can be seen by reference to the appended statistics, whilst an average number were lent (510). As is usual, we borrowed more from Haverford than any other library, next from the University of Pennsylvania, and Swarthmore. Bryn Mawr lent more to Haverford, then Swarthmore and thirdly, the University of Pennsylvania.

ADMINISTRATION

Funds

The income from endowed funds, the generous donation from the Friends of the Library, as well as other small donations added to the \$15,000 allocation from the Board have enabled the library to keep abreast of the newer publications, to fill in some gaps and care for the subscriptions to its periodical holdings. In all, \$25,153.69 was expended as against \$25,975.48 last year. The details of the expenditures are appended.

The Friends of the Library provided over \$1,600 towards periodical subscriptions as well as several works which would have been beyond the library's purse. This continuous help and active interest of the Friends, under the able chairmanship of Mrs. Jacques Vauclain (Myra Elliott '08), has given strength to the library's collection at a time when increased costs were a spectre.

Cataloguing

For the account of the cataloguing activities I can do no better than to quote pertinent parts from the report submitted by Miss Jane Walker, Head Cataloguer. "The number of hours of help supplied was decidedly short of our needs . . . nevertheless we were able to meet the curriculum needs with some success and to accomplish the cataloguing of a reasonable number of gifts The larger the collection grows the greater and more frequent the problems which arise in the area of maintenance alone . . . the appended statistical record . . . shows an amount of work accomplished only at a heavy sacrifice of other important projects and tasks, unfinished work which is snowballing to terrifying proportions" Miss Walker lists these varied projects, many peculiar to the inner organization of a cataloguing department but all connected with the larger project of the maintenance of an outstanding collection of books which now number close to a quarter of a million volumes.

The details of the work so ably done by the department are appended.

Binding

Books, periodicals and pamphlets numbering in all 1,289 volumes were bound at a cost of \$3,218.34, or an average of about \$2.50 a volume.

Exhibitions

The displays in the Rare Book Room continued to attract a limited attention. Fewer people (about 400) signed the Visitors Book than last year (about 500) though from observation the interest seemed about the same. The following exhibitions were arranged: *Jefferson's "Great Books" and the Great Books of the Western World; The Christmas Story; First books by English and American men of letters; Playbills; W. H. Auden; Manuscripts and first editions lent by Caroline Newton '14; Recent Gifts to the Library.* Besides these, smaller displays were arranged in the exhibition case in the Quita Woodward Memorial Room.

It seems appropriate to mention especially the exhibition *First books by English and American men of letters* which was arranged in connection with an entertaining and informative talk by Mr. John D. Gordan, Jr., sponsored by the Friends of the Library.

Staff

In conclusion I wish to thank the members of the library staff for their support and cooperation during this past year, a year of changes and readjustments which made demands on them over and beyond the usual daily routines.

It is with regret that I note the following resignations: Miss Patricia Smith, professional assistant in the Circulation Department and during the past year part-time in the Cataloguing Department. Miss Smith left to be married and for residence in Pittsburgh. Mrs. Marianne Leavitt (Marianne G. M. Barber '29) resigned to become Librarian of the Baldwin School. Miss Gertrud Plaut, employed temporarily to catalogue the books in the Marjorie Walter Goodhart Mediaeval Library, left for a permanent position at the University of West Virginia. Before her departure an author catalogue of these books was completed. It is with particular regret that I record the resignation of Mrs. Virginia Berry, Secretary to the Librarian from September 1949 through June 1953. She will be greatly missed by her immediate associates as well as all of those who daily benefited from her cheerful helpfulness.

Respectfully submitted,

JANET M. AGNEW

Librarian

LIBRARY STATISTICS

<i>Size and Growth</i>	1952-53
Total number of volumes in accession record, 30 June 1953	238,647
Total number of pamphlets in accession record, 30 June 1953	17,100
Grand total in accession record	255,747
Total books and pamphlets withdrawn	16,046
*Total accessioned volumes	239,701

<i>Accessions</i>	1952-53	1951-52
Added by purchase	3,040	2,621
Added by gift	1,436	1,307
Added by binding serials	681	846
Added by exchange	30	28
Added by replacement	50	46
Total books added	5,237	†4,848
Total pamphlets added	308	337
Grand total added	5,545	5,185
Total books withdrawn	296	542
Total pamphlets withdrawn	46	51
Total withdrawn	342	593
Net added	5,203	4,592

<i>Classification and Cataloguing</i>	1952-53	1951-52
Titles catalogued	3,489	†3,615
Volumes and copies added	2,113	2,341
Volumes recatalogued	129	97
Cards added to catalogue and shelf list	13,948	16,444
Cards added to departmental catalogues	3,147	3,347
Cards sent to Union Catalogue	3,897	3,815
Haverford cards copied	1,533	1,620
Swarthmore cards copied	313	281
Microfilms catalogued	0	1

<i>Circulation</i>	1952-53	1951-52
Total circulation	40,668	43,577
Total student circulation	31,199	34,761
Average number books borrowed per student	42.9	47.1
Faculty circulation	6,834	6,676
"Outsiders" circulation	2,635	2,140
Number of books on reserve	6,823	6,735

<i>Inter-library loan</i>	1952-53	1951-52
Titles lent	510	504
Titles borrowed	621	552

<i>Expenditures</i>	<i>Library Appropriation</i>	<i>Income from Endowed Funds</i>	<i>Donations</i>	<i>Total</i>
For books	\$ 8,681.04	\$3,977.80	\$ 790.43	\$13,449.27
For periodicals ..	3,094.23	167.28	1,639.30	4,900.81
For binding ...	3,086.04	132.30	—	3,218.34
For supplies, etc.	3,492.31	—	92.96	3,585.27
Grand Total ..	\$18,353.62	\$4,277.38	\$2,522.69	\$25,153.69

* Exclusive of 1,009 incunabula in Marjorie Walter Goodhart Mediaeval Library.

† Exclusive of approximately 318 incunabula in the Marjorie Walter Goodhart Mediaeval Library [and 542 titles temporarily catalogued].

LIST OF DONORS TO THE LIBRARY

- | | |
|-----------------------------|----------------------------|
| Mr. and Mrs. Maxwell Abbell | Miss Ann Harbison |
| Miss Janet M. Agnew | Alfred F. Havighurst |
| *Miss Emily Greene Balch | *Mrs. Bernard Helman |
| Ernst Berliner | (Edith Fishtine) |
| *Mrs. Ernst Berliner | Miss Kate S. Heyman |
| (Frances J. Bondhus) | *Mrs. Leicester B. Holland |
| L. Joe Berry | (Louise Adams) |
| *Miss Eleanor Bliss | Herbert P. Houghton |
| *Miss Germaine Bree | Joshua C. Hubbard |
| T. R. S. Broughton | Mrs. Roy Arthur Hunt |
| Donald Grey Brownlow | *Miss Grace Hutchins |
| R. G. Buckley | Miss Louise Hutchinson |
| Curt Buehler | *Mrs. Henry S. Jeans |
| E. J. Carroll | (Cora Baird) |
| *Mrs. Alfred L. Castle | *Mrs. Robert D. Jenks |
| (Ethelinda Schaefer) | (Maud Lowrey) |
| *Mrs. Edward M. Cheston | *Mrs. Karl D. Jessen |
| (Emily Read Fox) | (Myra S. Richards) |
| *Mrs. Mitchell I. Rubin | Kerim Key |
| (Maizie-Louise Cohen) | Frederick R. Kirkland |
| Maurice Culberg | Harold Kuhn |
| *Mrs. Max Diez | *Mrs. Richard A. Landes |
| (Martha Diez) | (Henrietta Huff) |
| John Dixon | *Miss Edith H. Lanman |
| Albert Epstein | *Miss Bettina Linn |
| Achilles Fang | Richard W. Lloyd |
| Jose Ferrater-Mora | Miss Angeline Lograsso |
| Henry Field | Russell Long |
| Roland R. Foulke | *Mrs. Martin Low |
| Mrs. Sara K. Fuller | (Margaret Friend) |
| *Miss Mary S. Gardiner | Mrs. Katherine Lower |
| *Miss Katharine Gardner | *Miss Elsie E. Lowrey |
| *Miss Muriel Gayford | *Miss Katharine E. McBride |
| *Miss Margaret Gilman | Samuel K. McConnell, Jr. |
| *Miss Pauline A. Goldmark | *Miss Beatrice MacGeorge |
| *Mrs. W. Griffin Gribble | Geddes MacGregor |
| (Margaret Latta) | |

* Alumna or former student of Bryn Mawr College.

- *Mrs. Frederick Manning
(Helen Taft)
Bruce Marshall
Mrs. W. A. Melcher
- *Miss Machteld Mellink
Robert M. Meyers
Fritz Mezger
John Michaels
Robert D. Miller
Henry L. Milmore
- *Miss Marianne Moore
- *Miss Emily B. Moores
Dr. Craig W. Muckle
- *Mrs. Reade B. Nimick
(Anne Simmons Corkran)
Robert T. Patterson
- *Mrs. Jacob M. Plaut
(Alice Sachs)
Conyers Read
- *Mrs. Edwin Rhea
(Clara D. Jenkins)
Miss Caroline Robbins
Mr. and Mrs. H. S. Robbins
- *Miss Bertha Rosenheimer
- *Mrs. John F. Russell
(Elizabeth W. Taylor)
- William L. Savage
Joseph C. Sloane
- *Miss Hilda W. Smith
Mrs. A. B. Solmssen
Alexander C. Soper
Arthur C. Sprague
T. W. Streeter
- *Miss Lily Ross Taylor
Frederick Thon
Miss Patricia Troxell
- *Mrs. Jacques L. Vauclain
(Myra Elliott)
Theodore von Laue
Miss Jane Walker
Miss Mary C. Walsh
Mrs. Joseph Wasserman
Edward H. Watson
Miss Cleora Wheeler
- *Mrs. Thomas Raeburn White
(A. Dorothy Shipley)
Miss Ellen Winsor
- *Miss Mary Winsor
Owen Wister
- *Miss Mary C. Withington
- *Miss Mary K. Woodworth

* Alumna or former student of Bryn Mawr College.

REPORT OF THE COLLEGE PHYSICIAN

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1952-1953.

HEALTH

Again it is necessary to take stock—to review past effort and accomplishments and to look for points where attention should be focused.

Reference to the supplement to this report shows that, in general, the total infirmary load is about the same as in the previous year. The increase in total infirmary admissions is partially accounted for by the mild epidemics of gastroenteritis and of upper respiratory infections in December and of influenza in February. This increase was offset by the decreased number of total infirmary days.

The total number of infirmary admissions in relation to the total student body is unusually high, one admission to .9 resident students. In a survey of 93 colleges—with infirmaries—this is the second highest average recorded. The average for colleges of under 1,000 students is 1:3.3 resident students. The apparent reason for this high admission rate at Bryn Mawr is the policy in the department. Academic excuses for illness, except for dysmenorrhea, are not given unless the student is in the infirmary. No sick calls are made by the staff in the halls except in cases of emergency. This policy has the advantages of saving staff time for medical attention and insuring optimum care for the patients but has the disadvantage of increasing the inpatient load by admission of minor illnesses and borderline conditions. Fatigue is one of these, and the increase of 60 per cent in the admissions for this cause is a matter which needs some study.

Reference has been made in previous reports to the reasons for the increase in the dispensary load. Again this year, influenza virus vaccine was offered to the college community when a mild epidemic began on the campus. This year's total number of immunizations was 454 as against 220 last year.

Except for the mild epidemics student health was good.

DIAGNOSES

In listing the diagnoses of those conditions requiring infirmary admission the *Standard Nomenclature of Disease* is used as far as possible,

except under the heading, "Diseases of the Psychobiological Unit," where an alphabetical listing is employed.

By and large, the term Common Cold covers the mild brief invasion of the upper respiratory tract which may cause "stuffy" or "runny" nose, and/or "sore throat," "tightness in the chest," and "cough." Only when the invasion seems definitely limited to one location is it classified rhinitis or tonsillitis, et cetera. In some instances, without extensive laboratory work, it is difficult to arrive at an accurate diagnosis as in the differentiation between grippe and influenza. An effort has been made to use the term grippe to cover the condition of those patients who have mild generalized malaise and fever. The diagnosis of influenza is made when the symptoms and signs are more extensive and severe, when there is evidence of an epidemic of influenza in the surrounding community, and when tests done in the Virus Diagnostic Laboratory on blood samples from selected infirmary patients are positive for the presence of influenza virus.

It is sometimes difficult to find the basic cause for an infirmary admission. In differentiating between common cold and fatigue, the former may be responsible for the presenting signs, but the latter is often the underlying etiology.

OUTSIDE CONTACTS

Because it is never well to keep one's nose too closely applied to the home grindstone, I have enjoyed opportunities for contact with medical thought off the campus in the weekly clinical conferences at Bryn Mawr Hospital, the annual Postgraduate Institute of the Philadelphia County Medical Society, brief courses from time to time in therapeutic procedures, and the annual meetings of the American College Health Association. Attendance at this last meeting is shared with Miss Farr in alternate years.

I am deeply grateful for the confidence placed in the work of the infirmary staff by Miss McBride and the other officers of administration, and to the members of the staff who make that confidence possible.

Respectfully submitted,

ELIZABETH HUMESTON, M.D.

College Physician

SUPPLEMENT TO PHYSICIAN'S REPORT

Infirmiry Report

Five-Year Summary

Year	Total Infirmiry Admissions	Total Infirmiry Days	Average Daily Census	Total Dispensary Visits	Average Daily Number of Dispensary Patients
1948-49	614	1432	5.96	4057	17.02
1949-50	546	1250	5.2	4510	18.7
1950-51	537	1269	5.3	6127	25.5
1951-52	581	1458	6.0	7182	29.9
1952-53	620	1414	5.89	7360	30.7

Monthly Admission Summary

Semester I	September and October	November	December	January	Total
1952-53	71	84	76	76	307
Semester II	February	March	April	May and June	Total
1952-53	106	81	71	55	313

Infirmiry Diagnoses 1952-53

Diseases of the Psychobiological Unit	Semester I	Semester II	Total
Anxiety	5	3	8
Character Neurosis		1	1
Neurotic Depression	1		1
Readmission	1	2	3
Psychosomatic Episode	6	2	8
Readmission	1	1	2
Stress Reaction	1		1
Readmission	1	7	8
Tension State	3	5	8
Diseases of the Body as a Whole			
Influenza	4	34	38
Influenza and Sinusitis		1	1
Influenza and Viral Pneumonitis		1	1
Grippe	20	8	28
Readmission		1	1
Mononucleosis		1	1
Readmission		1	1
Rubella		4	4
Vaccinia	1		1
Exhaustion	1	1	2
Fatigue	33	39	72
Diseases of the Skin			
Furunculosis		2	2
Dermatitis Venanata	2	1	3
Allergy due to drug	1		1
Dermatitis Actinica		1	1
Pityriasis Rosea	1		1
Diseases of the Musculoskeletal System			
Osteophyte	1		1
Fractures—Mandible		1	1
Sacrum, 5th segment		1	1
Readmission		1	1

	Semester I	Semester II	Total
Medial Meniscus, tear of	1		1
Sprains—Ankle	1	1	2
Foot	1		1
Sacro-iliac	1		1
Bursitis	1		1
Contusion of Muscle	3	2	5
Strain of Muscle		1	1
Myositis	3		3
Diseases of the Respiratory System			
Common Cold	81	74	155
Readmission	1	1	2
Common Cold and Otitis Media		1	1
Common Cold and Pleurisy		1	1
Sinusitis	5	1	6
Sinusitis and Tracheitis		1	1
Sinusitis and Bronchitis		1	1
Laryngitis	3	3	6
Tracheitis	1	1	2
Bronchitis	1		1
Bronchopneumonia	1	1	2
Readmission		1	1
Atypical Pneumonitis	1	1	2
Diaphragmatic Pleurisy	1		1
Diseases of the Digestive System			
Gingivitis	1		1
Gingivitis and Pharyngitis	1		1
Pharyngitis	5	7	12
Pharyngitis and Tonsillitis	1		1
Tonsillitis	6	3	9
Gastroenteritis	40	26	66
Spasm of Colon	1	1	2
Acute Appendicitis		2	2
Hepatitis		1	1
Readmission		2	2
Diseases of the Urogenital System			
Pyelitis		1	1
Pelvic Inflammatory Disease	2		2
Dysmenorrhea	12	11	23
Menorrhagia	1	2	3
Readmission	1		1
Salpingitis	1		1
Ovarian Cyst		1	1
Readmission		1	1
Mittelschmerz	1		1
Diseases of the Nervous System			
Encephalomyelitis	1		1
Readmission	2		2
Concussion		1	1
Migraine	2	2	4
Diseases of the Organs of Special Sense			
Otitis Media		2	2
Virus Infection of Inner Ear	1		1
Undiagnosed Diseases Classified by Symptoms			
Headache	6	1	7

Non-Diagnostic Terms for Record	Semester I	Semester II	Total
*Basal Metabolic Rate Determination	23	21	44
Observation	4	7	11
Post-Operative Care after			
Excision of Pilonidal Cyst		1	1
Excision of Meniscus		1	1
Tendon Repair		1	1
Extraction of Third Molars		2	2
Tonsillectomy	1		1
Appendectomy		1	1
Preparation for X-ray Series	1		1
Sleeping Privilege	4	5	9
Total	<u>307</u>	<u>313</u>	<u>620</u>

* B. M. R. Determinations done on those admitted under another diagnosis 0 4 4
Therefore total number for the year equals 48.

REPORT OF THE CONSULTING PSYCHIATRISTS

To the President of Bryn Mawr College

Madam:

We have the honor to present the following report for the academic year 1952-1953:

It has been felt for the past several years that students might make better use of the consultative services offered to them if these services were more frequently available. Accordingly, the consultative services in psychiatry were increased by one-third this past year. We were happy to secure the services of Dr. Wharton Sinkler for one afternoon a week beginning in October. Psychiatric consultations were then available three afternoons each week. That this increase in the availability of the service resulted in an increased use of the service is shown in the following summary:

<i>Five-Year Summary</i>		
	Number of Students Consulting	Number of Interviews
1948-1949	45	168
1949-1950	33	82
1950-1951	30	102
1951-1952	26	95
1952-1953	47	173

Unfortunately, shortly after the Christmas recess, Dr. Sinkler was forced to take a leave of absence because of illness. This caused a tem-

porary curtailment of psychiatric service. That this curtailment did not become permanent for the remainder of the academic year we can thank Dr. Richard Lonsdorf, who consented to fill in for Dr. Sinkler.

In looking back over our experiences of the past year, we are in agreement that there is particular satisfaction in working with college students. This gratification takes two forms. We feel that one or two interviews often serve an important function in the prevention of what might become more serious psychological difficulties if left untreated. Secondly, after working for the most part with adults, it is gratifying to see how the malleability of the adolescent so greatly facilitates the work of the psychiatrist both in prevention and in treatment.

All three physicians who served as consulting psychiatrists to the College this academic year just past wish to thank all of those who made our work pleasant and, we feel, helpful to students and college alike. To the President, Deans, Wardens, Faculty, students and especially to the 1905 Infirmary "team," Dr. Humeston and Miss Farr, we are grateful for their sincere interest, support and cooperation.

Respectfully submitted,

WHARTON SINKLER, JR., M.D.

RICHARD G. LONSDORF, M.D.

HOWARD B. SMITH, M.D.

*Consulting Psychiatrists to
Bryn Mawr College*

REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the year 1952-1953.

In general the offerings in the Department were similar to those of the past three years. Freshman and Sophomore election of activities, shown by season and on a percentage basis, were:

FALL TERMS

	1950-51	1951-52	1952-53
Archery	5.3%	1.9%	3.7%
Badminton	2.6	2.8	(not offered)
Dance	4.3	7.0	5.2
Fencing	7.3	3.8	6.4
Golf	1.6	3.1	6.7
Hockey	18.7	19.1	18.0
Riding	5.0	3.5	.6
Swimming	11.0	18.4	14.6
Tennis	43.6	40.7	44.8

WINTER TERMS

	1950-51	1951-52	1952-53
Badminton	25.0%	24.4%	20.4%
Basketball	18.7	10.1	12.1
Dance	11.0	12.0	10.5
Fencing	5.9	6.9	10.8
Folk Dance	8.3	8.2	5.7
Skating	7.2	11.1	7.7
Swimming	22.5	26.3	26.8
Volleyball	(not offered)	(not offered)	5.7

SPRING TERMS

	1950-51	1951-52	1952-53
Archery	11.6%	9.3%	(not offered)
Fencing	(not offered)	(not offered)	1.6
Golf	7.1	3.6	16.9
Lacrosse	6.8	4.0	5.0
Riding	5.4	2.6	3.1
Softball	5.1	3.3	5.6
Swimming	7.8	4.6	7.8
Tennis	55.9	72.5	60.2

Although conclusions cannot be drawn from the presentation of the figures above, the heavy participation in individual activities, as contrasted with team sports, can be noted. As mentioned in a previous report, this interest in individual or dual sports is in keeping with that observed for women in colleges throughout the country. This interest is further evidenced at Bryn Mawr College by the request by students that fencing be continued in the Spring Term. Golf was a very popular choice.

Improvement in facilities was marked in many ways. The Gymnasium behind the Graduate Center provided indoor space for rainy day golf lessons, Body Mechanics and Modern Dance classes, and Dance club. The adjoining fields recently acquired by the College proved a very suitable space for golf driving practice. The removal of the running track in the main gymnasium greatly improved the playing space for both Basketball and Badminton. We now have one unobstructed basketball court and three official badminton courts which obviate the necessity of playing all matches off campus. Applebee Barn was scarcely declared in readiness when it was used by a group electing a course in Recreational Leadership for its experiment in outdoor cooking. With the generous gift of furniture from the parent of a student, the Barn is ready for functions sponsored by the Athletic Association and other College organizations.

At present an outstanding Department need by way of facilities is for more all-weather tennis courts. Although the four courts we have are a great asset, they do not begin to accommodate our class registrations. The four clay courts behind Park Hall were usable only three days during the spring season of seven weeks of excessive rain. To adjust to such circumstances the groups meeting on the clay courts and those on the all-weather courts alternated between practice in the gymnasium and on the permanent surface courts; thus at best no one had practice on a court more than one half of the usual time offered in a season. The minimum annual cost for maintaining the clay courts is \$300 for materials, plus labor charges. The wisdom of this expenditure seems questionable when the result is four poor courts which are too often not usable. If funds could be advanced, it would be a saving in the long run to put a permanent surface on *either* the four clay courts behind Park *or* on the practice-board area and the two remaining courts now adjacent to the four all-weather courts. Were the latter done, the Park court area could be released for other existing college needs.

One goal toward which the Department has been striving was attained this year when, at the end of the Winter term, all upperclassmen on campus had satisfied their requirement in Physical Education.

Respectfully submitted,

IRENE A. CLAYTON
Director Physical Education

REPORT OF THE DIRECTOR OF HALLS AND THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

To the President of Bryn Mawr College

Madam:

We have the honor to present the following report for the year 1952-1953.

The work of the Buildings and Grounds Department divides itself into the special projects undertaken in the summer and the more routine operation of the college year.

In the summer of 1952 the Pagoda and the first floor of Cartref were altered to provide classrooms, offices and library for the Social Economy Department.

Changes were made at West House to improve its use for the Phebe Anna Thorne School and Child Study Institute. These changes included an additional bathroom, a roof on the garage and parking space off the driveway.

In Dalton a laboratory for Dean Bliss was provided in the Biology Department.

In the Gymnasium the removal of the running track improved the use of floor space for badminton and basketball.

A flyash separator was installed in the Power House and this installation has greatly reduced the soot and cinders which have been an annoyance.

Additional parking space for the campus was provided by using the ground back of the College Inn.

In the halls of residence, rooms were painted, floors waxed and repairs made. The major change was the installation of a telephone-buzzer system in Pembroke similar to the one in Rhoads. Students can now receive telephone calls on each corridor without coming to the first floor, and the service is improved.

The beginning and end of the academic year were marked by two conferences held on the campus. In September the college was host to a highly successful conference of chemists under the able direction of Dr. Ernst Berliner. In June, the Family Service Association of America, which comes each year, met again.

From September to June the routine three meals a day with "individual fish" on Friday was varied by the active social life in the halls and

Goodhart. Teas, receptions, plays, dances and open houses competed for dates on the college calendar.

We wish to express our appreciation of the privilege of working with Mr. Francis J. Stokes as chairman of Buildings and Grounds and his committee, and we wish to thank the members of the college staff for their generous service and cooperation throughout the year.

Respectfully submitted,

CHARLOTTE B. HOWE

Director of Halls

HORACE T. SMEDLEY

Superintendent of Buildings and Grounds

REPORT OF THE DIRECTOR OF THE CHILD STUDY INSTITUTE

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1952-1953:

The outstanding event of the last year at the Child Study Institute was the Bryn Mawr Child Study Conference held November 14, 1952. Planned as the official open house to celebrate the acquisition of a new home for the Institute in West House, the conference developed from the outset into a college-community enterprise. The Conference Committee, with members drawn from schools, social agencies, parent organizations, the Lower Merion School Board and the Institute staff, began work in July. The group agreed that the open house ought to be a full-scale undertaking which would give the people of this area not only first-hand acquaintance with the fine new physical facilities of the Institute but also an overview of the nature, scope and meaning for the community of the work carried on by the Institute.

The program developed by the committee called for five afternoon workshops, a tea and a dinner meeting followed by an evening session in Goodhart Hall. Dr. Philip U. Koopman, Superintendent of the Lower Merion Schools, consented to moderate the conference and Dr. Martha Eliot, Director of the Children's Bureau, U. S. Department of Labor, was secured as the evening speaker. Response to the conference announcements was immediate and enthusiastic. Registrations poured in from all parts of the Philadelphia area in such numbers that room assignments first visualized as adequate had to be shifted to larger rooms.

On the day of the conference the Lower Merion Schools closed early to permit school personnel to attend. Responsibility for the tea was carried jointly by the Lower Merion Teachers Organization and the Inter-School Council, a parent group. A student string quartet from the Lower Merion High School played throughout the tea and teachers served as hostesses and guides at the workshops.

The leaders of the workshops, outstanding representatives of their fields of specialization, were well received and participant discussion was lively. Three hundred registered for the workshops and approximately five hundred heard Dr. Eliot at the evening meeting.

For us at the Institute the conference was a demonstration of how the work carried on here has become a genuinely joint concern of com-

munity and college. The interest and willingness to work we found in every quarter were at once astonishing and deeply gratifying. Much credit for the success of the event is due Miss Carol Biba who arranged the effective publicity. Mrs. Paul, Miss Howe and Miss Gray, Mr. Smedley and Mr. Ward gave us help generously. Every member of the Institute staff took an extra responsibility, worked overtime and in many ways made the conference their own concern. To Mrs. Frances Brodhead, secretary of the Institute, very special mention and appreciation must be given for the efficiency and tireless effort with which she coordinated the innumerable details of the conference.

As we had hoped, some of the ideas emerging from the workshop discussions were immediately applicable in clinic program. The wish, expressed in one workshop, for a closer relationship of school and clinic has led to regularly scheduled monthly conferences at West House of school personnel and Institute staff. At these meetings a teacher and the principal from a school present data about a child for whom the school has a concern. The Institute psychologist reports her recent psychological examination of the child, and the counselor, who is usually active in these cases, gives an account of her work with him. In the discussion which follows, the psychiatrist and other staff members comment and question. Through this joint inquiry understanding grows and tension and uncertainty diminish. The present consultative meetings are similar to conferences we have had from time to time in previous years, but the new plan, with a definite allocation of time and the more rigorous preparation expected of those reporting is, we believe, a forward step.

At the weekly staff meetings a pooling of thought by Institute personnel who are, during most of the week, working in all corners of the township is an incalculable aid in keeping us aware of and responsive to community needs as they arise. In their daily contacts with teachers and principals, counselors and psychologists are called upon for information, suggestions and a sharing of thought on a variety of specialized areas of child development. The nature of the requests for help during the current year has led us to believe there is a readiness among teachers for a seminar on the child's emotional development in its relation to school experience. Late in the spring we made a proposal to the Superintendent of the Lower Merion Schools for a six-week series to be held sometime in 1953-54. The proposal was approved and plans were made to start the seminar in mid-October. The group will meet at West House and the Institute staff will assume responsibility for the details of class operation such as scheduling and mimeographing. Dr. James Delano, the Institute psychiatrist, will coordinate the work which is to be carried forward on

the basis of case material presented by teachers. The salary item is to be underwritten by the school system.

A happy trend this year has been the increasingly widespread and thoughtful use of the referral form and guide sheet inaugurated in the spring of 1952. Competence and sensitive awareness has marked a growing number of the teachers' reports accompanying requests for help with pupils. This has enormously helped the staff. We are able, with these reports, to render a better quality of service than ever before, and we find in teachers an increased interest in what our studies and therapeutic efforts may yield because they have themselves already made a substantial investment in summing up what they know and surmise about a child.

In the spring of 1952 the school principals asked that more counseling time be made available and the School Board granted additional funds to implement a plan for placing a counselor in nine of the ten elementary schools. Most fortunately, Mrs. Cornelia Biddle, who had been giving the Institute half-time, was able to accept a full-time appointment beginning in September. She now divides the week between work in the schools and the clinic. At present seven schools have one full day per week of counseling time and two have half a day. The quality of the work done by the three counselors is attested by the fact that the grass-roots demands for their services steadily grow, with waiting lists of children in most of the schools. Our organizational set-up provides weekly supervision hours at West House for all counselors and psychologists and makes it possible for any staff member to have access to the psychiatrist on the more troubled cases. The plan, unusual in school guidance programs, offers opportunity for continued professional growth of the individual worker and fosters an integrated and well-functioning service.

The expansion of psychological and counseling services over the last few years has increased the stenographic load to the point where more secretarial time was an imperative need. The budget for 1953-54 which the school system accepted included half time of a new typist. This additional help has greatly eased the pressure at many points in the total clinic task.

The service to college students, including interest testing and interpretation, study counseling and an occasional personality study requested by the college medical staff, has been carried this year by Miss Lelia Brodersen and the Director. Miss Brodersen, who has given sixteen hours a week, has helped out, when the college work was light during the examination periods, with the psychological testing case-load of community and school cases.

This year, for the first time, we have opened some staff meetings to advanced students in Education and Psychology. Their questions and participation in discussion is encouraged.

Respectfully submitted,

RACHEL DUNAWAY COX

Director of the Child Study Institute

Summary for 1952-53

Children referred by:

Public Schools	240
Private Schools	3
Social Agencies	9
Families	23
Physicians	6

281

Children tested by students 37

Total number of children tested 318

Conferences with parents	106
Conferences with teachers	107
Conferences with principals and other school personnel	50
Conferences with clients	2
Conferences with social workers	6
Conferences with physicians	3

274

Adult Counseling—Mrs. Cox 6

Children receiving School Counseling 102

Number of interviews with children	1542
Number of interviews with parents	163
Number of interviews with school personnel	546
Supervisory conferences	180
Conferences with doctors	2
Staff conferences with school and other professional personnel	18

Psychiatric Cases 15

Number of interviews with psychiatrist	250
Number of interviews with social workers	227
Number of conferences with parents, social workers and psychiatrist..	5

Study Habits

Number of secondary school students	1
Number of interviews	2

Remedial Reading

Number of pupils	1
Number of interviews	31

College Students

Referred by college physician	1
Referred by deans	35
Referred by faculty	1
Referred by self	9

Total number of college students 46

Conferences with Mrs. Cox	38
Conferences with Miss Brodersen	115

**REPORT OF THE CHAIRMAN OF THE COMMITTEE ON
THE MADGE MILLER RESEARCH FUND**

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1952-1953:

The Committee made seven grants last year as follows:

Grant 148—Dr. Peter Bachrach— <i>Photostating</i>	\$30.00
Grant 149—Dr. Richard Bernheimer— <i>Purchase of photographs</i>	80.00
Grant 150—Dr. Frederica de Laguna— <i>Photograph plates</i>	150.00
Grant 151—Dr. Arthur Dudden— <i>Purchase of contoura photo- graphing apparatus</i>	80.40
Grant 152—Dr. Jean Gagen— <i>Secretarial assistance</i>	50.00
Grant 153—Miss Laurence Stapleton— <i>Secretarial assistance</i>	50.00
Grant 154—Dr. Berthe Marti— <i>Microfilms</i>	75.00
Total	<hr/> \$515.40

Respectfully submitted,

ELEANOR A. BLISS
Chairman of the Committee

REPORT OF THE DIRECTOR OF THE BUREAU OF RECOMMENDATIONS

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1952-1953:

One of the major undertakings of the Bureau this year was the second survey of student earnings, carried through by Phyllis Sullivan with remarkable cooperation from the students themselves. The survey opened with a letter from President McBride addressed to every student and was followed by cards designed to be as simple as possible to fill in and return in the campus mail. In October, November and February, cards were sent to everyone; in the other months, only to those who reported that they were working. The response was excellent. Even at the end of the year, only twenty-six cards were missing. The Vocational Committee of the Undergraduate Association helped immeasurably with the rounding up of stragglers and our special thanks go to them.

The amount of money earned was disappointingly small. The total of over \$20,000 earned by undergraduates sounds fairly impressive but, when divided by the number of students earning it, comes out to a little more than \$68 apiece. Graduate earnings were reported as something over \$4,000 with an average of \$125 a student. Graduate returns were only scattering, however, and must not be considered as giving a fair estimate.

Another disappointing feature was the small number of students earning enough to cover their incidental expenses. Only seventeen undergraduates and five graduates reported more than \$200 for the college year. Highest undergraduate earnings were between \$400 and \$500, reported by two students. Three graduates reported over \$400, with one of these going over \$700.

The survey was conducted to give as good an answer as we could supply to the question which is often asked, whether students here can be self-supporting during the college year. This answer would seem to be that only occasionally is this the case. It is one which came as no great surprise to most of us but the actual figures were somewhat under our expectations. We naturally did not think that every student could remember every dollar which she earned every month but we found that the reports tallied very well with such checks as we could make from the office side.

There was not much change in the other activities of the Bureau and not much in the number or range of positions coming in. Research positions, however, again showed a drop. Government agencies confined their efforts, for the most part, to filling clerical and secretarial vacancies and showed little interest in professional appointments except in the sciences and through the Junior Management Assistant examinations. Only one agency offered a reasonable supply of positions with the word "research" attached to them, and a good deal of disappointment was felt by the seniors. The number of 1953 A.B.'s still job-hunting at the end of the summer, however, was unusually small—an indication that jobs are plentiful although not so appealing as they have been in the past.

For permanent positions, thirty-four recruiting representatives came to the campus and more would have come if there had been students to be recruited. Most of the recruiters for summer positions were from summer camps although there were such exceptions as the Bell Telephone Laboratories, Mallinckrodt Chemical Works, some department stores, and miscellaneous scatterings. In general, companies offering summer positions expect applications at their offices and do not do much travelling.

Travel on the part of the Bureau included attending meetings of the Eastern College Personnel Officers, the Middle Atlantic Personnel Association, the Alumnae Advisory Center, the National Association of Principals of Schools for Girls, and the personnel officers of the Seven Women's Colleges which had one meeting at Radcliffe in November and another at Wellesley in June.

The Bureau announces with regret the resignation of Anne Beddingfield, part-time typist in the office. We shall miss her cheerful, even disposition and her quick efficiency in a position of monotony and routine. With her usual competence, she has provided an excellent successor in Mrs. Hawkins. The Bureau is fortunate in having again the invaluable services of Virginia Mertz and Phyllis Sullivan.

Respectfully submitted,

LOUISE F. H. CRENSHAW

Director of the Bureau of Recommendations

Bryn Mawr College Calendar

Report of the President
to The Board of Directors

For the Year of 1953-1954



Bryn Mawr, Pennsylvania

CONTENTS

PAGE

REPORT OF THE PRESIDENT OF THE COLLEGE	5
BRYN MAWR ALUMNAE: THE CURRENT RECORD	13
SUPPLEMENT I, CHANGES IN THE ACADEMIC STAFF	23
SUPPLEMENT II, FACULTY AND STAFF PUBLICATIONS	26
SUPPLEMENT III, OFFICIAL PUBLICATIONS, 1953-1954	34
SUPPLEMENT IV, GIFTS RECEIVED, 1953-1954	35
STATEMENT OF ASSETS AND LIABILITIES, 1953-1954	36
OPERATING STATEMENT, 1953-1954	38
REPORT OF THE DEAN OF THE COLLEGE	39
SUPPLEMENT, STATISTICS OF UNDERGRADUATE STUDENTS	42
REPORT OF THE DEAN OF THE GRADUATE SCHOOL	45
REPORT OF THE DEAN OF FRESHMEN AND DIRECTOR OF ADMISSIONS	52
REPORT OF THE LIBRARIAN	54
LIST OF DONORS TO THE LIBRARY	61
REPORT OF THE COLLEGE PHYSICIAN	63
SUPPLEMENT, INFIRMARY REPORT	65
REPORT OF THE CONSULTING PSYCHIATRISTS	68
REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION	69
REPORT OF THE DIRECTOR OF HALLS AND THE SUPERINTENDENT OF BUILDINGS AND GROUNDS	71
REPORT OF THE DIRECTOR OF THE CHILD STUDY INSTITUTE	73
REPORT OF THE MADGE MILLER RESEARCH FUND	77
REPORT OF THE DIRECTOR OF THE BUREAU OF RECOMMENDATIONS	78

Report of the President of the College

To the Directors of Bryn Mawr College

I have the honor to submit to you the following report for 1953-1954:

This year was good in terms of much of the essential work of the College. The high expectations held by the faculty of the students and by the students of the faculty were on the whole justified on both sides. Enrollment in the undergraduate school was larger than predicted, but the Director of Residence managed "both permanent and temporary arrangements" to house a few more students; and for some of the larger classes new sections were added.

The year brought certain advances which should be the basis for new strength in future years. East House, the white clapboard house below the College Inn that has often been rented by the College, was purchased. It will be far more satisfactory—and also more economical—to own the house. The plan is to provide a new resource that has been wanted for a long time, a continuing place for a Spanish House on the pattern of the French House which was established in Wyndham in 1938-1939.

Salaries were raised slightly for 1953-1954, a most important step, but only a step and further advances are needed.

Increases in salaries represent one of the major problems facing the College. Another is overcrowding in the academic buildings, serious enough to limit the essential work of many departments.

This year, under pressure of great crowding, various rearrangements were made in the Library and in Taylor Hall that should improve operations slightly. The basic difficulty is not a matter of rearrangement, however, but of sheer lack of room for the present academic work of the College.

In these terms the major advances of the year were at the stage of planning rather than accomplishment. The need for space and new facilities was studied with great care for the departments now in Dalton Hall—Biology, Mathematics and Physics—and the present needs in Chemistry and Geology were reviewed. Excellent and detailed plans were completed to build the necessary additions for Biology, Mathematics and Physics in close connection with the Marion Edwards Park Hall that was built for Chemistry and Geology in 1937-1938.

THE STUDENTS

Some of the ablest students won a good share of the highest awards open to women, including one of the new Marshall Fellowships given by the British Government for two years' study in England. The Ph.D's of the year were again excellent candidates.

At the other end of the scale, there were students who did unsatisfactory work but the number as always was small. Only one undergraduate student, for example, failed to return in the autumn of 1953 specifically for academic reasons, although there were certainly others in both undergraduate and graduate schools who were not considered by their professors as entirely in the clear.

Among other reports, Dean Bliss gives this year a special review of the foreign students in the Graduate School, in number just 100 since the War. She was especially interested in discovering whether the regular programs for the graduate degrees were on the whole valuable programs for these students. Present evidence would indicate that they were, but some later check might be illuminating for this group.

Dean Marshall reports the major concern of the undergraduate students this year, the plan for a complete academic honor system. This plan, which has been discussed at many times in the College's history, involves the supervision of examinations by the students. It was voted by the faculty for introduction in the fall of 1954.

The College was again the largest in history. The registration in the undergraduate school—the large registration—was 614, and that in the graduate school was 155.

Dean Broughton notes how sharply the applications for undergraduate admission have risen. Some of the increase represents an increase in the number of applications to different colleges made by individual candidates, but there is also enough of an increase in candidates seriously wanting to come to present a problem. When the Committee on Admissions adopts the policy of admitting students who would have been admitted a few years before, that is, keeping the standard constant, the numbers actually enrolling increase, as they did this year.

Since these applications come from what Dael Wolfe aptly calls "the thin generation" and since larger age groups will soon reach the college level, the Board established this year the joint Board-Faculty Committee on the size of the College. It is expected that the alumnae will appoint representatives to take part in the same study. Whenever the question has been raised, the College has decided to remain small, but there are difficulties involved in a decision either way. The question is

not a simple choice of a given size, but the complex question whether (1) to increase numbers, or (2) to raise still further the already high standards for admission, or (3) to find some different method for the selection among students who are all well-qualified.

THE FACULTY

The year highlighted some of the problems the faculty face in teaching both undergraduate and graduate work. It also reaffirmed what is perhaps the most generally accepted belief in the faculty, that this combination of undergraduate and graduate responsibilities is not only stimulating to the faculty but of great benefit to the students as well.

Appointments, to protect the budget, must be and usually are made at the rank of either instructor or assistant professor. At the same time, teaching at both graduate and undergraduate levels, requires experienced personnel. The two forces here push in opposite directions and the balance between them which is characteristic of the College comes about because there is relatively little turnover in the faculty. The large proportion of experienced persons strengthens the teaching, permits the appointment of new faculty at the lower ranks, and permits also a liberal policy on leaves of absence. When, however, increases of salary and promotions are made on merit, as the Board has wisely made them, this very strength in the faculty means a heavy charge on the budget.

The combination of undergraduate and graduate work almost always draws in a third factor, the research the professor has under way. Many students are in close contact with this work, either carrying some direct responsibility for it or standing by as observers, well aware of the way in which the investigations are extending thought and knowledge.

The faculty was again fortunate in securing grants from foundations and learned societies to support research for which special aid was necessary, but the College continues to be very limited in funds to help members of the faculty support research.

The College has, however, made leaves possible when members of the faculty needed additional time. For this year or part of the year, more than the usual number of members of the faculty were away, 15 in all. Two held Guggenheim Fellowships, two Ford Faculty Fellowships, and one a Fulbright Fellowship. Members of the department and the faculty as a whole continue to be generous in taking over part of the academic work and more general responsibility of those on leave. This year the substitutes appointed to the faculty made great contributions in their own right and are due special appreciation.

Dean Marshall had leave this year for the first semester. Dean Broughton took her place as Acting Dean and Miss Fales returned to another appointment as Assistant Dean.

REPORT ON THE ALUMNAE

Knowledge of the interests and achievements of individual alumnae is valuable to the College, and usually very hard to obtain. The Ford study of The Younger American Scholar, published last year, showed the very high standing of the recent graduates in scholarship; but the College had no comprehensive information on the whole population of its graduates to fill in other parts of the picture.

A recent alumnae survey contained a great deal of pertinent information. So much of interest was ready at hand that even without funds to analyze the material in detail, it was tempting to make a simple summary. Questionnaires from two faculty committees have supplemented the material for the graduate groups. One of these has been reported by Dean Bliss and another will be reported separately later. Some of the easily extracted information for the whole group has been prepared as a special section of this report.

OVERCROWDING IN THE ACADEMIC BUILDINGS

Overcrowded and unsatisfactory conditions in the academic buildings can be tackled only in very small ways within the space now available. This year in the Library, Miss Agnew, by several interdependent moves, provided more space for reference books in the 1907 Room, more space for periodicals in the old reference room, and more space for rare books in the old periodical room. This year in Taylor, Mrs. Paul with the help of Mr. Smedley, managed to remove the mimeographing from the top floor corridor to a basement alcove. Mrs. Crenshaw took over the space freed in the corridor and made it what she cheerfully calls "a reading room" for students learning about and applying for jobs.

Any real improvement will come only with new building. One of the reasons for the high priority on the science buildings is, of course, the scientists' need for larger and differently equipped space but another is the indirect relief to be obtained when Dalton is freed for new uses. The completion of both units of the science building would permit Psychology to move from the Library to Dalton, freeing space that is acutely needed by the librarians for work space and by the faculty for offices. Dalton would also provide additional space for the social sciences most in need of the rooms that existing buildings cannot give, for example, Social Economy.

With some classes in Dalton rather than Taylor, it is not hard to

think of two possible improvements for Taylor. One would be remodeled classrooms, more adaptable to different kinds of teaching than are the present rooms. Another would be some easing in the office jam, so that the Director of Admissions would not have to have her records on the third floor, her office on the second, and her visitors in the corridor!

It is perhaps too soon to make final plans for all the improvements that can be effected in old buildings with the advent of the first new buildings, but it is not too soon to begin to study the possibilities, particularly in the Library, where the technical problems are many and, as Mr. Rider of Wesleyan said on his visit some years ago, "I have seldom seen a building where enlargement in any direction whatever was, architecturally speaking, so effectually estopped."

COMPLETED PLANS FOR THE SCIENCE BUILDING

Under the Chairmanship of Dean Bliss, members of the Departments of Biology, Mathematics and Physics worked with Sydney E. Martin and Robert W. Noble, architects, to develop plans to move these three departments down the hill near Park Hall. The exact placing of the new "wings" or buildings was considered with care in relation to the present needs of Chemistry and Geology, which together occupy Park, and more generally as a problem in the most effective planning for a long future for these five departments. Among many plans studied, the best is a large wing or building off Park to the north for Biology and an initially separate building to the east for Mathematics and Physics. These two, with Park, form a most acceptable unit from the point of view of the functioning of the several departments together and they also represent excellent use of space in this area of the campus.

THE RETIREMENT OF SAMUEL C. CHEW

Until the very end of the year we postponed facing the fact of Mr. Chew's retirement, and indeed his Department did not meet to elect a new chairman until after the end of the year. Professor Chew in his scholarship, in his great courses at Bryn Mawr, in his work as Secretary of the Faculty has made contributions to the College which few single individuals are in a position to make.

English majors and many other students interested in the humanities have for years planned their programs to include one or more of his courses. They have always been impressed, as have his colleagues, by the range of his learning, and no less delighted by his enjoyment of learning.

Miss Woodworth in her article on Mr. Chew in the *Alumnae Bulletin*, "Scholar, Teacher, and Interpreter of the Arts," has the space—inadequate in this report—to analyze his contribution to scholarship. She also

quotes from the citation given Mr. Chew by Johns Hopkins in 1950, which seemed to Mr. Chew's colleagues at Bryn Mawr an excellent commentary on the range of his scholarship and should be included in this record:

"He specialized in English literature of the nineteenth century, and by his books and papers in this immense and difficult field he early made a place for himself among the leaders in English literary scholarship. His researches in the enormous literature of the nineteenth century culminated in a history of the period which makes the fourth volume of a recently published *Literary History of England*.

"But he was by no means content to restrict himself to the nineteenth century, nor to literary scholarship taken in isolation. He made himself at home in the Renaissance besides, and this in the Mohammedan world as well as in European Christendom. By his investigations he threw light on almost every aspect of western civilization, ranging from trade and commerce to iconography, although in all his books literature remains central, his many departures from the beaten path having as their point and purpose the enrichment of our understanding and appreciation of literary art."

FRANK STOKES AND THE BUILDINGS AND GROUNDS COMMITTEE

Frank Stokes retired this year as Chairman of the Committee on Buildings and Grounds, turning the Chairmanship over to J. Edgar Rhoads. Mr. Stokes remained a member of the Committee, and indeed celebrated his retirement by additional service for the Committee in a time of important activity on the new plans for the science buildings.

Mr. Stokes was Chairman of this Committee through almost the entire second phase of building at Bryn Mawr. Goodhart Hall was built before he took over, but he was in charge when in that fortunate period in the thirties Rhoads Hall was built, the Quita Woodward Wing was added to the Library, and Park Hall was built as the first unit for the science building. He was also in charge in the post-war period when various old buildings were bought and remodeled to make the Graduate Center and West House.

Everyone interested in the College has taken satisfaction in Frank Stokes' work, whether it is on the major project of a new building or the sometimes troublesome work that goes under the heading of maintenance. Nothing was too large or too small for him to attend to, and he managed again and again to work toward successful solutions. The secrets of his success were many, and they involved some fortunate combinations for

Bryn Mawr: devotion to the College and skill in engineering and plant management; ingenuity and thrift, and then—always characteristic—firmness and decisiveness combined with a great talent for getting people to work together and in the best interests of the College.

THE FINANCIAL YEAR

The financial picture is shown in the summary of income and expenditure taken from the Report of the Treasurer and in the record of gifts received during the year which is presented by the Executive Director of the Committee on Resources. Both are included with this report.

The year ended with an operating deficit of \$49,207.96. It had been expected that increases in salaries would carry them beyond what was possible in the operating budget and to help meet this deficit, \$23,413.10 was taken down from the sum raised in the 1946-49 campaign to supplement salaries. The remaining deficit of \$25,794.86 was met by using the last of the surplus carried over from the wartime days of reduced faculty.

With such acute need for additional income for salaries, it was most heartening to receive early in the year Bryn Mawr's share of the bequest which Mrs. Thomas W. Lamont, Smith 1893, made to the Seven Colleges. This gift of \$250,000 helped the Board to decide on the increase made in salaries.

Gifts from parents this year in the amount of \$14,070.74 again helped reduce the deficit, and gifts from alumnae—both for scholarships and for general purposes—were also extremely helpful. It should be noted that when the gifts from alumnae and students are totaled, they come to \$106,484. This is a major contribution and one which is all clear gift for scholarships and to the College. It does not include the expenses of running the Alumnae Office, which the Association pays separately.

This year we are more than usually indebted to the members of the faculty and staff who took over greater responsibility in order to permit various leaves of absence. I want especially to express appreciation to Mrs. Broughton for her term as Acting Dean. She cannot really free herself of old duties in the Office of Admissions when she turns them over for a semester and consequently as Acting Dean, she had a very complex load indeed.

In this time of increased activity in plans for development and fund raising, we all call more heavily on Miss Biba and on Mrs. Pell. They are invariably ready for the extra calls and quick to respond.

In my office Mrs. Alan Crawford carried part of Mrs. Paul's work for the first semester. We were fortunate in having her there and I want to thank Mrs. Crawford, Mrs. Plympton and Mrs. Paul most sincerely for their work, and particularly for that combination of patience and ingenuity which seems to be required in work with the President.

Finally, I want to thank all the members of the Board for their effective work and the support we all feel in their interest.

Miss Emily R. Cross resigned during the year, having completed just about four years of her five-year term. Those of us who have known her and worked with her cannot help taking her short term of service as an indication of what can be done by a Board member for the College. Serving on the Executive Committee, Miss Cross was wise and extremely helpful in her judgments. She took every opportunity to know members of the faculty and staff and she followed their work with interest. Always concerned for the welfare of the Library, she worked on many of its problems and then helped to start the Friends of the Library which has already done so much to solve some of its problems. And to the officers of the College, she was a stimulating and sympathetic counselor. It is with great regret that we think of missing even one year of her term.

Mr. John Forsythe began work as treasurer of the College, assuming his duties with an ease that immediately inspired confidence. He has also taken the responsibility for a new and greatly improved form of the Treasurer's Report.

Mr. Charles J. Rhoads, as Chairman of the Board, has again given us generous and unfailing support. He is invariably able to help us put present questions in a larger framework, and so come closer to the solutions that will be constructive and right. The members of the College would want to join me in expressing to him our most sincere appreciation.

Respectfully submitted,

KATHARINE E. McBRIDE
President of the College

Bryn Mawr Alumnae: The Current Record

The Alumnae Association and two committees of the Faculty completed this year a comprehensive survey of the entire alumnae group, which is of enough interest to warrant a separate section of this report. Parts of the survey will also be published in greater detail. Dean Bliss has an article on the Ph.D's in the October 1954 issue of the Journal of the American Association of University Women. The group of graduates holding the M.S.S. degree or the certificate that preceded it will also be reported separately.

A Nobel Prize winner, a distinguished scholar who has been recognized by other awards or by her academic appointment itself can be named with pride by alumnae and members of the College, and so can the poet or the outstanding person in the theater, in banking, in medicine or the law, or business or government service. The achievement of the younger alumnae in any field is, of course, less well known. Hardest of all to secure is any real knowledge of what the alumnae as a whole do, what the range of their interests is and what concentrations of interests characterize the group. It is then not to the headliners only that this survey is directed but to the whole group of alumnae.

Through the kindness of the alumnae, the sampling is very large and the survey unusually comprehensive. Responses came from over 5,000 of the 8,000 questioned, and most answers were given in detail and with apparent care. In some groups, notably the Ph.D. groups, all but a very few individuals were traced and adequately reported. The M.A's are as yet less adequately represented.

A survey so extensive not only answers questions which the alumnae and the faculty would like to ask, but is significant for some of the controversies now current in this country about the responsibilities of women. Modern scientific interest in women is roughly speaking a product of the last ten years. New research is piling up and it is informative, but there are clouds of dust to clear away, even around such basic facts as what college women do and what they are interested in.

The survey of one alumnae group is in a sense a limited sample, representing only those who elected one college and were selected by it. But it is an important supplement to the more usual studies made, for example, by occupational groups or community groups.

The Bryn Mawr Group includes, first, the four groups with degrees from Bryn Mawr: the A.B's, M.S.S's, M.A's and Ph.D's. Separate consideration was then given to those who took the A.B. at Bryn Mawr and

took elsewhere higher degrees including the M.D. and the LL.B. or J.D. Separate consideration was also given to those who were students at Bryn Mawr but did not complete the full course for a degree.

Table I is information taken from the Alumnae Register of 1950, which was the first register to report degrees earned by Bryn Mawr alumnae in institutions other than Bryn Mawr. Here then are the first comprehensive figures on the percentages of Bryn Mawr A.B.'s who complete the undergraduate degree elsewhere and also on the percentages going on to higher degrees.

Table I. Degrees Completed at Bryn Mawr and Elsewhere by 1950: Expressed in median percentages of ten classes in the decade.

		Median Percentages for the Classes by Decades					
		1890-99	1900-09	1910-19	1920-29	1930-39	1940-49
Per cent completing AB at Bryn Mawr	62	65	62	65	71	68	
Per cent completing undergraduate degree elsewhere	3	4	7	5	4	6	
Per cent completing undergraduate degree	65	69	69	70	75	74	
Per cent taking higher academic degree	16	15	21	20	22	14*	

* Unsatisfactory figure because of short time interval.

The groups chosen for analysis in this report are first the A.B.'s who did not continue for higher degrees, that is about 80 per cent of the total A.B. group. Choosing to present them separately is of course limiting in one way, for it prevents a complete picture of the A.B.'s, but more important seemed to be the characteristics of the different "degree groups." The A.B.'s and M.A.'s without higher degrees are then considered in some detail and also the two Ph.D. groups, those taking their Ph.D.'s at Bryn Mawr and those Bryn Mawr A.B.'s who took their Ph.D.'s elsewhere.

THE MAIN CONCENTRATIONS

The first and most evident fact about the total group is its diversity in interest, in occupation and in the calls on the individual's time. To make an adequate report on this complex picture became the first problem. "Adequate," on the one hand could not involve too extensive a report, for there were no special funds for this study. The figures had to be sensible, that is, not only statistics that "don't lie" but statistics that

could be discovered fairly quickly and economically. "Adequate," on the other hand, was taken to mean something more than a count of the average number of alumnae engaged in this or that activity. These numbers were easy enough to discover, but very far from the individual and her pattern of life. To try to come closer to the individual, a "three-way analysis" was made—separately for the various degree groups—of the individual's main activities in terms of family, job and community at the time of the survey in 1953-1954.¹

Such an analysis is also a gross simplification. For example, it excludes most of an individual's interests in the arts, in extensive reading, in correspondence courses or study groups. It makes no record of such interests as appear in the following reports by alumnae of 1908 and 1948, important as these are to the individual and characteristic as they are of the decade:

1908: "Vocal study, Bach group, grandchildren."

1948: "Read, write poetry, paint (mostly furniture) and design clothes (mostly maternity)."

In effect, such interests come into the three-way analysis only if the alumna reports a vocation or if she reports community work in the arts, e.g., being on the board of an art center, helping to start a library, etc. Personal interests in the arts and in reading, which are missed in the three-way analysis, might well be recorded in a four-way analysis, but they would be more difficult to quantify than the findings reported here.

The three-way analysis is given in Table II for some of the degree groups. Despite its limitations, it presents in a small compass a great deal of information about what the alumnae at one particular time are doing.²

The first section shows the proportions of the different degree groups with "one concentration." Listed first are the A.B.'s with no higher degrees. In this subgroup the largest proportion, 31 per cent of the whole, is concerned with the family and not with a job outside the family or with community activities. The proportion in the A.B. subgroup concerned with a job only is considerably less than that concerned with the family only, 15 as compared with 31 per cent.

¹ "Family" was taken to mean husband or husband and children; "job" was a regular paid job, not volunteer work, and "community" meant substantial volunteer activities in welfare, education, politics, etc.

² One of the three categories, community activities, had to be rated, and the ratings are of course subjective. They were made in terms of "substantial community activity," which was defined as one very heavy community responsibility or several lighter responsibilities.

Table II. Family, Job and Community:
Three-way analysis for different degree groups,
expressed in per cent of the degree group reporting.

	One concentration			Two concentrations			Three concentrations	None of the three categories appropriate*
	Family	Job	Community	Family & Job	Family & Community	Job & Community		
A.B.**	31	15	4	9	23	2	2	12
M.A.***	26	23	6	16	12	2	3	11
Ph.D., Bryn Mawr	12	41	3	15	2	12	5	10
A.B. Bryn Mawr, Ph.D. elsewhere	14	33	0	16	12	8	5	12

* Includes those retired, those studying, and those widowed or divorced and not currently occupied with family, job or community activities.

** Figures based on a fifty per cent sample of the A.B's without higher degrees who answered; samples for other degree groups include all those answering.

*** Includes both M.A. Bryn Mawr and A.B. Bryn Mawr, M.A. elsewhere.

These figures are just about reversed in the two Ph.D. groups, where the proportions concerned with their families only are 12 and 14 per cent and the proportions concerned with their jobs only are 41 and 33 per cent. It becomes immediately evident then that the pattern of life of the various groups is on the average different.

Interesting also is the fact that the M.A's fall just about between the A.B's and the Ph.D's in their main concentrations, for more of them are occupied with their families only than in the case of the Ph.D's, and more of them are occupied with their jobs only than in the case of the A.B's.

The proportion active in community affairs *only* is relatively small and pretty much the same for at least three of the four degree groups. The larger incidence of community activity comes in combination with one of the other concentrations and particularly in the "family and community concentration."

Of the "two concentrations" shown in the next section of Table II, the most frequent for A.B's is family and community, while the most frequent for Ph.D's is family and job.

The "three-way combinations" are the really unusual combinations. In terms of current activity, that is, as three simultaneous concentrations, they are reported by only two to five women in a hundred. They are of course reported by larger numbers in the course of a life time or even a decade, but very few married women with or without children carry

simultaneously both a job and substantial community activity. That the problem of finding adequate time in the day or the week is a major problem for such a three-way combination is of course obvious.

The rare three-way combinations do not seem to be related to any particular field of study or work or to any particular decade of graduation. They seem to be related rather to particular women, and women of unusual ability and energy and undoubtedly a good many other qualities which the survey data do not reveal.

Proportionately more three-way combinations are reported by the Ph.D's, but the differences among the degree groups in this respect are not large. The significant fact is rather that about half of each degree group is concerned with one concentration—family, job, or community activity—and about a third of each degree group is concerned with two concentrations. It should be noted again that this describes the situation at one particular point of time only. Many more in each degree group report two or all three concentrations over a period of time.

SIMILARITIES MORE SUBJECTIVELY JUDGED

Interesting as the three-way analysis is, it falls short of presenting a good many significant implications or even clear findings of the study. One of its limitations is that it reflects no attitudes, judgments of value, or feelings of satisfaction or dissatisfaction. Another is that it records only current activities, not the changes in an individual's activities with time.

The first of these limitations is a limitation of the study itself. No reports on attitudes or feelings were called for, nor any ratings attempted. It would be impossible, consequently, to make any estimates of the relative satisfactions of those who concentrated on either their families or their jobs as compared with those who combined the two.

Nevertheless, indications of feelings and judgment abound in the records, and although any comment in this area goes beyond numbers that can be counted, still some indications are too strong to be overlooked.

Against the diversity in interest, occupation and "design for living" must be set certain similarities which characterize the group in a general way. They are pretty fundamental similarities, in a sense more fundamental than the similarities or differences indicated by the main concentrations. They can best be presented in terms of the words that could be used to describe the group as a whole.

These would be constructive, positive, energetic, ingenious, resourceful, well-directed and happy. Beyond these descriptive words should be added phrases that indicate the satisfaction of the alumna in her family,

her interest in her husband's work, and her concern that she be of help to her husband or her children or both. Many alumnae made light of their own achievements, many criticized the questionnaire for calling for the wrong information or giving inadequate space for other information; but the general impression of purposeful and personally rewarding effort is the inescapable impression to be gained by the reader of the responses. In this respect the group shows an important quality which does not appear directly in the statistics.

The second limitation of the three-way analysis, that it does not record changes with time, can in some degree be overcome by proceeding to other ways of handling the data. The characteristics of the different degree groups can be studied by decade of graduation, and for any number of variables—marriage, employment, extent of participation in community affairs, for example. Furthermore, the different experiences one individual adds up can be reported in totals, so that there is available not only the picture of what the alumnae are doing at one particular time, but something more of a cumulative record.

The following sections present more information about marriage, family, occupations and community service in relation to these longer time intervals.

MARRIAGE AND FAMILY

More detailed study of marital status shows marked differences over the successive decades of the College's history. It is evident that the proportion marrying, and the proportion marrying early, increase. For example, in the A.B. group in 1950, the class one year out of College had 19 per cent married and the class two years out, 33 per cent. The corresponding figures for the year 1920 are six per cent and 11 per cent, and each pair of figures is typical of its time.

With an increase in the numbers marrying early and some students marrying during their college course, it is particularly interesting that the proportions completing the work for the Bryn Mawr A.B. tend to rise slightly. As Table I suggests, the characteristic percentage used to be in the lower or middle 60's, but stood at 68 for the decade of the 40's despite the additional disruptions of the war years. As Table I also indicates, the proportions going on to higher degrees have remained high, although the evidence is incomplete for the 40's.

For those taking A.B.'s but no higher degrees family responsibilities represent the most evident area of common experience. Of the total sample of those taking degrees between 1910 and 1950, 81 per cent had married at the time of the questionnaire and 84 per cent of those married had children. The average number of children for the graduates of

each decade until the 40's was just over or just under three. The figure for the graduates of the 40's was 2.3 at the time of the survey and the figure for the 50's was 1.1. Both these figures would presumably rise, reflecting in time the increased birth rate of recent years.

The proportion married drops to about two-thirds in the groups on the M.A. level and somewhat less than half on the Ph.D. level. For these advanced degrees, however, the change over successive decades, as far as marital status goes, is even more marked than for the A.B's. Among the early Ph.D's, a quarter or less married; among the Ph.D's of the 40's and 50's, despite the brief time interval, 50 to 65 per cent had already married by the date of the survey. The average number of children for the Ph.D's is two.

The four degree groups show a low divorce rate. For the A.B's taking degrees between 1910 and 1950, the proportion is one divorce to each 16 or 17 marriages. For no decade of A.B's is the proportion higher than one divorce to 11 marriages. For those taking their M.A's and Ph.D's at Bryn Mawr, the percentages divorced are considerably lower than for the A.B's.

A higher divorce rate is to be found among the former students who did not complete the work for the A.B. For these students in the classes between 1910 and 1950, for example, the proportion is one divorce to each seven or eight marriages. It should be noted, however, that the sample of this group of former students is not so large or presumably so adequate as the sample of the A.B's.

OCCUPATIONS

Combining the figures in Table II differently, as in Table III, helps to show the numbers currently at work or engaged in some substantial community activity. This table makes it very clear that the proportions currently employed differ markedly in the different degree groups.

The highest employment is found among the Bryn Mawr Ph.D's, where the figure is 73 per cent. Next of the groups represented in the table come the Bryn Mawr A.B's who took Ph.D's elsewhere, their percentage being 62.¹ Next, at 44 per cent, come those who have an M.A. but no higher degree, and next at 28 per cent, those who have an A.B. but no higher degree.

When earlier as well as current employment is included, the Bryn Mawr Ph.D's again report the top figures, 95 per cent having been em-

¹ The corresponding figure among some of the groups not included in the table is also high. The M.D's were the top of the list, with over 80 per cent currently employed.

ployed at some time.¹ Of the M.A.'s 85 per cent report employment at some time. For the A.B.'s who have not taken higher degrees the proportion is 64 per cent, somewhat more than twice the percentage currently working at the time of the survey.

Table III. Family, Job and Community:
Totals for different degree groups,
expressed in per cent of the degree group reporting.

	Family*	Job	Community
A.B. (no higher degree)	65	28	31
M.A. (no higher degree)	57	44	23
Ph.D. Bryn Mawr	34	73	22
A.B. Bryn Mawr, Ph.D. elsewhere	47	62	25

* The figures in the column on Family, showing as they do current family obligations, do not include those earlier married and currently either widowed or divorced unless there are children.

The Bryn Mawr Ph.D.'s also have the top record in terms of length of employment. About 65 per cent of those out of college for a sufficient time have worked a minimum of thirty years. The corresponding figure for the A.B.'s with no higher degrees is 11 per cent.

Of all occupations teaching is most often the one in which the Bryn Mawr alumna is found. This holds for all groups except the M.D., LL.D., and M.S.S. and the non-graduates.² The proportions teaching range from 25 per cent of those employed among the A.B.'s without higher degrees to 63 per cent of the Bryn Mawr Ph.D.'s who are employed.

The teaching assignment varies too. Almost all those having A.B.'s but no higher degree teach in schools while almost all those having Ph.D.'s teach in colleges or universities. The M.A.'s split, with about two-thirds teaching in school and one-third teaching in colleges or universities.

Next after teaching the A.B.'s are most numerous in secretarial and clerical work, 17 per cent; writing, editing, publishing and public relations, 13 per cent; administration, including educational administration, ten per cent; and research, including industry and government, eight per cent. These categories include about three-quarters of those who have been employed. The remaining quarter reports a wide variety of jobs, too numerous to name and indeed in many instances hard to classify.

¹ "Earlier employment" means employment for at least a year. The M.D.'s would be about as high as the Ph.D.'s.

² The non-graduates do not work in proportions as high as those reported by the A.B.'s. Their distribution among occupations differs. For example, they just about reverse the teaching-secretarial relationship of the A.B.'s, with 27 per cent in secretarial work and 13 per cent in teaching.

While range and variety in occupation is the impression given by the A.B's, the opposite is the case for the Ph.D's. They have a strong tendency to concentrate in college and university teaching. Next for the Ph.D's comes research with 15 to 20 per cent of the group; next administration with about ten per cent and these three together include more than 90 per cent of the group.

COMMUNITY ACTIVITIES

Participation in community activities is part of the regular program of about 20 to 30 per cent of the alumnae at one time. In general, the smaller of these percentages in community activities is probably related to a higher proportion in paid employment. The A.B's without higher degrees, have 28 per cent on a job at one time and 31 per cent engaged in some "substantial" community activity, while the Bryn Mawr Ph.D's have 73 per cent on a job and 22 per cent engaged in community activity.

The numbers participating in community activities just about double if the record is made not in terms of the current activity which is summarized in Table III, but in terms of participation at any time for as much as a year. For the A.B's the percentage rises from 31 to 62.

The community activities reported are of all kinds—educational, religious, social, political, philanthropic. For the A.B's the largest area of interest is social welfare, and within this area volunteer work in hospitals is most often reported. More numerous than the volunteers in this specific type of work are the volunteers working for education and those working for their respective churches. In the area of political affairs the League of Women Voters enlists the largest group.

The employment record for the alumnae loses a good deal through being presented so briefly, and the record of community interest and service loses even more. Many alumnae, for example, have been instrumental in developing needed community organizations and services—a very different matter from serving a well-established organization—but these originators have had no special reporting. Nor has there been an adequate evaluation of the weight of responsibility individuals carry in different organizations, though many reports indicate heavy responsibility.

THE CURRENT RECORD AND LIBERAL EDUCATION

The current record for the Bryn Mawr alumnae shows a great range of activities which absorb the time and represent the contribution of different members of the group. The diversity is impressive, and it is confirmed by the analysis made in terms of the individual's "main concentrations" on family, job, or community service.

At one particular point in time about half the alumnae is absorbed in one of these main concentrations. Whether it is more likely to be "family only" or "job only" differs for the different degree groups, with more concentration on jobs in the case of the higher degrees. About one-third of the alumnae in each degree group make some combination of two of these concentrations simultaneously, and a very few in each group make the combination of all three simultaneously. Over a period of time, however, the combination of two or even three is far more usual than unusual.

The college graduate who is meeting these varied demands—and very evidently creating them too—is naturally relying on all her ability and experience. To judge her education as a separate factor would be misleading and limiting. Every section of the survey, however, indicates the importance of liberal education for her varied responsibilities.

However one might try to define this liberal education, in terms of the survey it would always seem to be something more. Thus it is pre-professional education for some, but also the basis of their contact with literature, the arts, political theory. For others, the teachers or the writers, for example, it is professional as well as liberal education. For still others, it is the experience that helps to make the individual confident and sensible as she plans for her family or community or office, and also the experience that gives her a field of study and continuing interest of her own.

The survey was no evaluation of education, liberal or professional; but it did highlight the requirements women make of their education. Even the specialists among them are of necessity usually generalists too, and perhaps the most fundamental of all facts about them is the high level of competence they should maintain—simultaneously or successively—in a variety of different areas of responsibility.

In addition to thanks to the alumnae, who contributed so much pertinent information, thanks are due also to the students and recent graduates who analyzed the responses and worked on the tables: Lyte Mitchell, 1955; Michiko Namekata, 1953; Kalyani Raghavan, M. A. 1954; Lois Wells, 1945, who prepared some of the material on the graduate degrees; and particularly Ann Fosnocht, 1955, who made the work a summer job and came to know the A.B's best of all of us.

SUPPLEMENT TO THE PRESIDENT'S REPORT

I

Changes in the Academic Staff of Bryn Mawr College effective October 1, 1953 to September 30, 1954

Leaves, 1953-54

- DOROTHY NEPPER MARSHALL, PH.D., Dean of the College, on sabbatical leave for Semester I
- STEPHEN JOSEPH HERBEN, B.LITT., PH.D., Professor of English Philology, on sabbatical leave for Semester II
- HELEN TAFT MANNING, PH.D., Marjorie Walter Goodhart Professor of History, on sabbatical leave
- CAROLINE ROBBINS, PH.D., Professor of History, on sabbatical leave
- ALEXANDER COBURN SOPER, III, M.F.A., PH.D., Professor of History of Art, on sabbatical leave for Semester II
- ISABEL SCRIBNER STEARNS, PH.D., Professor of Philosophy, on sabbatical leave
- PAUL SCHRECKER, PH.D., Visiting Professor of Philosophy, on sabbatical leave for Semester II
- MANUEL ALCALÁ, LITT.D., Associate Professor of Spanish, on sabbatical leave for Semester I
- FREDERICA DE LAGUNA, PH.D., Associate Professor of Anthropology, on sabbatical leave for Semester II
- MABEL LOUISE LANG, PH.D., Associate Professor of Greek, on leave of absence
- HUGUES LEBLANC, PH.D., Associate Professor of Philosophy, on leave of absence
- BETTINA LINN, M.A., Margaret Kingsland Hall Associate Professor of English, on sabbatical leave
- AGNES KIRSOPP MICHELS, PH.D., Associate Professor of Latin, on leave of absence
- FREDERICK THON, M.F.A., Theresa Helburn Associate Professor of the Drama, on sabbatical leave for Semester I
- GERTRUDE C. K. LEIGHTON, LL.B., Assistant Professor of Political Science, on leave of absence

Promotions, 1953-54

ERNST BERLINER, PH.D., promoted from Associate Professor to Professor of Chemistry

JANE OPPENHEIMER, PH.D., promoted from Associate Professor to Professor of Biology

HUGUES LEBLANC, PH.D., promoted from Assistant Professor to Associate Professor of Philosophy

MACHTELD JOHANNA MELLINK, PH.D., promoted from Assistant Professor to Associate Professor of Classical Archaeology

FRANCES B. BERLINER, PH.D., promoted from Instructor to Assistant Professor of Chemistry

Appointments, 1953-54

ANNIE LEIGH BROUGHTON, M.A., Acting Dean of the College for Semester I

JUAN MARICHAL, PH.D., Associate Professor of Spanish

ROBERT S. DAVIDON, PH.D., Assistant Professor of Psychology

RENÉ N. GIRARD, PH.D., Assistant Professor of French

MARIO MAURIN, PH.D., Assistant Professor of French

CHARLOTTE A. TINKER, A.B., Acting Director of Admissions for Semester I

NORMAN KRETZMANN, PH.D., Lecturer in Philosophy

CATHERINE McCLELLAN, PH.D., Lecturer in Anthropology for Semester II

ROBERT A. RUPEN, M.A., Lecturer in Political Science

PHOEBE B. STANTON, PH.D., Lecturer in History of Art for Semester II

IRMA LOUISE STEIN, M.S., Lecturer in Social Economy

ROBERT D. CROSS, M.A., Part-time Lecturer in History for Semester I

ELIZABETH H. FETTER, A.B., Part-time Lecturer in English

RAYMOND JEAN, *Agrégé des Lettres*, Part-time Lecturer in French for Semester I

SUSAN E. MAXFIELD, M.S., Part-time Lecturer in Education and Head Teacher of Phebe Anna Thorne School

BARBARA MEYERS CROSS, M.A., Instructor in English

HANNA HOLBORN, M.A., Instructor in History

BEVERLY LEVIN ROBBINS, M.A., Instructor in Philosophy

RUTH ROBINSON ROSS, PH.D., Instructor in English

MIREILLE BLANC, Part-time Instructor in French

MARTHA ANN CHOWNING, M.A., Part-time Instructor in Anthropology for Semester I

ROBERT E. GRAHAM, M.A., Part-time Instructor in English for Semester I

ALEX F. RICCIARDELLI, M.A., Part-time Instructor in Anthropology for Semester II

MARGARET RUDD, PH.D., Part-time Instructor in English

MARY L. TOWER, A.B., Part-time Instructor in English for Semester II

Retirements, Resignations, and Expirations, 1953-54

SAMUEL CLAGGETT CHEW, PH.D., LITT.D., Mary E. Garrett Alumnae Professor of English

FREDERICK THON, M.F.A., Theresa Helburn Associate Professor of the Drama

FRANK PARKER, PH.D., Assistant Professor of Biology

THEODOR E. MOMMSEN, PH.D., Eloise Ruthven Tremaine Visiting Lecturer in History

NORMAN KRETZMANN, PH.D., Lecturer in Philosophy

CATHERINE MCCLELLAN, PH.D., Lecturer in Anthropology for Semester II

ROBERT A. RUPEN, M.A., Lecturer in Political Science

PHOEBE B. STANTON, PH.D., Lecturer in History of Art for Semester II

IRMA L. STEIN, M.S., Lecturer in Social Economy

THEODORE H. VON LAUE, PH.D., Lecturer in History

ROBERT D. CROSS, M.A., Part-time Lecturer in History

RAYMOND JEAN, *Agrégé des Lettres*, Part-time Lecturer in French for Semester I

JEAN E. GAGEN, PH.D., Instructor in English

HANNA HOLBORN, M.A., Instructor in History

PAUL H. MEYER, PH.D., Instructor in French

BEVERLY LEVIN ROBBINS, M.A., Instructor in Philosophy

RUTH ROBINSON ROSS, PH.D., Instructor in English

GERARD SCHMIDT, PH.D., Instructor in German

MIREILLE BLANC, Part-time Instructor in French

MARIANNE BOGOJAVLENSKIJ, M.A., Part-time Instructor in Russian

MARTHA ANN CHOWNING, M.A., Part-time Instructor in Anthropology for Semester I

HOPE K. GOODALE, M.A., Part-time Instructor in Spanish for Semester I

ROBERT E. GRAHAM, M.A., Part-time Instructor in English for Semester I

ALEX F. RICCIARDELLI, M.A., Part-time Instructor in Anthropology for Semester II

MARGARET RUDD, PH.D., Part-time Instructor in English

MARY L. TOWER, A.B., Part-time Instructor in English for Semester II

HILDEGARDE HUNT VON LAUE, A.B., Part-time Instructor in German

SUPPLEMENT TO THE PRESIDENT'S REPORT

II

Faculty and Staff Publications for the Year

October 1, 1953 to September 30, 1954

JOE KENNEDY ADAMS, PH.D., Assistant Professor of Psychology

"Word Frequency and the Measurement of Value Areas," *The Journal of Abnormal and Social Psychology*, XLIX (1954), 427-430. (In collaboration with Donald R. Brown.)

MANUEL ALCALÁ, LITT.D., Associate Professor of Spanish

"Un Diccionario de Filosofía," *Abside* (Mexico) XVII (1953), 375-376

"García Lorca y la Poesía francesa," *Insula* (Madrid), IX, No. 103, 11

PETER BACHRACH, PH.D., Assistant Professor of Political Science

Problems in Freedom, Stackpole Company, Harrisburg, 1954

Review of *The Adams Federalists* by Manning Dauer, *The New England Quarterly*, XXVII (1954), 418-421

ERNST BERLINER, PH.D., Professor of Chemistry

"Relative Rates of Iodination of *p*-Alkylphenols," *Journal of the American Chemical Society*, 76 (1954), 507-509. (In collaboration with F. Berliner and I. Nelidow.)

FRANCES B. BERLINER, PH.D., Assistant Professor of Chemistry

"Relative Rates of Iodination of *p*-Alkylphenols," *Journal of the American Chemical Society*, 76 (1954), 507-509. (In collaboration with E. Berliner and I. Nelidow.)

Two book reviews in *Journal of Chemical Education*, 31 (1954), 51, 107

RICHARD BERNHEIMER, PH.D., Professor of History of Art, on joint appointment with Haverford College

Art and Religion, Harry Abrams, New York, 1954

L. JOE BERRY, PH.D., Professor of Biology

"Influence of Simulated Altitude on Resistance-Susceptibility to *S. typhimurium* Infection in Mice," *Texas Reports on Biology and Medicine*, XI (1953), 379-401. (In collaboration with Roland B. Mitchell.)

"Effect of Malonate on Bacteremia Developed in Mice Artificially Infected with *Salmonella typhimurium*," *Proceedings of the Society for Experimental Biology and Medicine*, LXXXV (1954), 209-211. (In collaboration with Roland B. Mitchell.)

"The Relation of the Tricarboxylic Acid Cycle to Bacterial Infection. III. Comparison of Survival Time of Mice Infected with Different Pathogens and Given Krebs Cycle Inhibitors and Intermediates," *Journal of Infectious Diseases*, XCIV (1954), 144-151. (In collaboration with Penelope Merritt and Roland B. Mitchell.)

"The Relation of the Tricarboxylic Acid Cycle to Bacterial Infection. IV. The Effect of Three Metabolic Inhibitors and *Salmonella typhimurium* on the Citric Acid Content of Mouse Tissues," *Journal of Infectious Diseases*, XCIV (1954), 152-158. (In collaboration with Kathryn H. Ehlers and Roland B. Mitchell.)

WARNER B. BERTHOFF, PH.D., Assistant Professor of English

Reviews in *The New England Quarterly*

T. ROBERT S. BROUGHTON, PH.D., Professor of Latin

"Notes on Roman Magistrates," *Historia*, II (1953), 209-213

"Ancient History Bibliography," *American Historical Review*, LIX (1953-54), 179-182, 416-419, 674-677, 977-980.

DONALD R. BROWN, PH.D., Assistant Professor of Psychology

"Word Frequency and the Measurement of Value Areas," *The Journal of Abnormal and Social Psychology*, XLIX (1954), 427-30. (In collaboration with Joe Kennedy Adams.)

"The Differential Effects of Three Types of College Community on Social-Political Ideology and Personality in Women from Three Ethnic Backgrounds," *The American Psychologist*, IX (1954), 339-40. (In collaboration with Denise Bystryn.)

"The Development of the Self Concept in Children," *The American Psychologist*, IX (1954), 386. (In collaboration with Anne Gurewich.)

Book review of *Personality Development* by J. S. Slotkin, New York, Harper, 1952, in *The American Journal of Psychology*, LXVII (1954), 203-4.

LUCY P. CARNER, M.A., Visiting Lecturer in Social Economy

"Glimpses of Group Work Overseas," *The Group*, XVI, No. 2 (1953), 3-4, 23-25.

RHYS CARPENTER, PH.D., LITT.D., Professor of Classical Archaeology and Holder of the Julius and Sarah Goldman Grant

"Two Postscripts to the Hermes Controversy," *American Journal of Archaeology*, LVIII (1954), 1-12.

SAMUEL C. CHEW, PH.D., LITT.D., Mary E. Garrett Alumnae Professor of English Literature and Holder of the Mary Hill Swope Grant

"Spenser's Pageant of the Seven Deadly Sins," *Studies in Art and Literature for Belle da Costa Greene*, Edited by Dorothy Miner, Princeton University Press, 1954, 37-54.

Book reviews in the *New York Herald Tribune Book Review*.

IRENE A. CLAYTON, M.S., Director of Physical Education

Physical Education Handbook, 2nd Edition, Prentice-Hall, New York, 1954.

Teacher's Guide for Physical Education Handbook, Prentice-Hall, New York, 1954.

FRANCES DE GRAAFF, PH.D., Assistant Professor of Russian, on joint appointment with Haverford College.

Book Reviews in *The Aatreel Journal*, XII (1954), 33-34.

FREDERICA DE LAGUNA, PH.D., Associate Professor of Anthropology

"Tlingit Ideas about the Individual," *Southwestern Journal of Anthropology*, X (1954), 172-191.

"La Zona Circumpolar," (review of Henry B. Collins' *Zona Circumpolar*, Vol. I, 2, del Program de Historia de América, Mexico, 1954) *Ciencias Sociales*, V (1954), 156-7.

MARTHA M. DIEZ, M.A., Assistant Professor of German and Adviser to Foreign Students

Article in October 1954 issue of the *News Letter of the National Association of Foreign Student Advisers*.

LINCOLN DRYDEN, PH.D., Professor of Geology

"Monazite in Atlantic Shore-line Features," *Trace Elements Report 407, U.S. Geological Survey*, (1954), 1-29. (In collaboration with Glen A. Miller.)

E. MURIEL FARR, R.N., B.S., Head Nurse

"The Story Behind Blood Transfusion," *Today's Health*, XXXII (March 1954), 26-27, 70-71.

JOSÉ FERRATER MORA, *Licenciado en Filosofía*, Associate Professor of Spanish and Philosophy

"El mundo de Cervantes y nuestro mundo," *La Torre*, Año I (1953), 127-133.

Reflexiones sobre la poesía," *Buenos Aires Literaria*, 16 (1954), 1-14.

"De Boecio a Alberto de Sajonia: un fragmento de historia de la lógica," *Imago Mundi*, I (1954), 3-22.

Reviews in *Hispanic Review*, *Books Abroad*, *Inter-American Review of Bibliography*, *Theoria*.

JEAN E. GAGEN, PH.D., Instructor in English

The New Woman: Her Emergence in English Drama (1600-1730), Wayne Publishers Inc., New York, September 1954.

MURIEL J. GAYFORD, M.S.P.A., Lecturer in Social Economy

"Medical Social Work and Psychosomatic Medicine," *Readings in the Theory and Practice of Medical Social Work*, by Dora Goldstine, University of Chicago Press, Chicago, 1954.

FELIX GILBERT, PH.D., Professor of History

"A List of Desiderata," *Renaissance News*, VI (1953), 57-60.

Reviews in *American Historical Review*, *Saturday Review of Literature*.

MARGARET GILMAN, PH.D., Eunice M. Schenck 1907 Professor of French

Review of *La Poétique de Valéry* by Jean Hytier, *Romanic Review*, XLIV (1953), 302-307.

RENÉ GIRARD, PH.D., Assistant Professor of French

"Les Réflexions sur l'art dans les romans d'André Malraux," *Modern Language Notes*, LXVIII (1953), 544-546.

"Valéry et Stendhal," *PMLA*, LXIX (1954), 347-357.

MARION HATHWAY, PH.D., Professor of Social Economy and Director of the Graduate Department of Social Economy and Social Research.

"The American Conscience at Work," *Family Service Highlights*, XV, No. 8 (1954), 113-117.

LOUISE ADAMS HOLLAND, PH.D., Lecturer in Latin

"Septimontium or Saepimontium?" *Transactions of the American Philological Association*, LXXXIV (1953) (published July 1954), 16-34.

JOSHUA C. HUBBARD, PH.D., Associate Professor of Economics

"The Marginal and Average Propensities to Consume," *The Quarterly Journal of Economics*, LXVIII (February 1954), 83-96.

MYRA RICHARDS JESSEN, PH.D., Associate Professor of German

"Conflicting Views in the Evaluation of Grillparzer," *Modern Language Quarterly*, XV (1954), 67-73.

HERTHA KRAUS, PH.D., Carola Woerishoffer Associate Professor of Social Economy

Accelerated Urbanization in a Metropolitan Fringe Area: A Study of Urbanization, Sub-urbanization and the Impact of the U.S. Steel Plant on Lower Bucks County, Pa., edited by Robert B. Mitchell and Gerald Breese, Institute for Urban Studies, University of Pennsylvania, September 1954, Vols. I and II. Sections on Health, Welfare, Recreation, Religious Activities.

"Common Service Resources in a Free Society—Attempt at a Frame of Reference," *Community Organization Materials No. 5*, (May 1954), 1-26. Published by the Association for the Study of Community Organization.

"Identifying Professional Requirements for Social Service Abroad," *Social Casework*, XXXV, (April 1954), 147-154.

HAROLD W. KUHN, PH.D., Assistant Professor of Mathematics

"A Combinatorial Algorithm for the Assignment Problem," *Logistics Papers*, XI (1954), 1-7, George Washington University.

"On Combinatorial Properties of Matrices," *Logistics Papers*, XI (1954), 8-19, George Washington University. A translation, with commentary, of "Matrixok Kombinatorius Tulajdonságairól," by E. Egervary, *Mat. és Fiz. Lapok*, XXXVIII (1931) 16-28.

MABEL LOUISE LANG, PH.D., Associate Professor of Greek

"The Generation of Peisistratus," *American Journal of Philology*, LXXV (1954), 59-73

RICHMOND LATTIMORE, PH.D., Paul Shorey Professor of Greek

Editor, *Sophocles, Three Tragedies*, University of Chicago Press, Chicago, 1954 (In collaboration with David Grene.)

Review in *American Journal of Philology*.

HUGUES LEBLANC, PH.D., Associate Professor of Philosophy

Review of *Introduction to Logical Theory*, by P. F. Strawson, *Philosophy and Phenomenological Research*, XIV, (1953), 261-262.

Review of *Introduction to Logic*, by I. Copi, *Journal of Symbolic Logic*, XIX (1954), 147-148.

- MARGUERITE LEHR, PH.D., Associate Professor of Mathematics
 "Invitation to Mathematics," *Semester I Syllabus, University of the Air*, VII (1953-54), 3-13.
- KATHERINE D. K. LOWER, PH.D., Associate Professor of Social Economy
 "How the Clients See the Nursing Division of the Wayne Neighborhood League," reproduced for circulation by the *Health and Welfare Council of Philadelphia*, November 1953. (In collaboration with Janice B. Schulman.)
- GEDDES MACGREGOR, B.D., LL.B., D.PHIL., F.R.S.L., Rufus M. Jones
 Associate Professor of Philosophy and Religion
From a Christian Ghetto, Longmans, London, April 1954.
 "A Plea for Mitigating Abstemiousness in Religion in our American Universities," *The Living Church* (January 1954).
 Review of *The Theology of Paul Tillich*, edited by Charles W. Kegley and Robert W. Bretall, *Review of Religion*, XVIII (1953), 96-99.
- JUAN MARICHAL, PH.D., Associate Professor of Spanish
 "El drama histórico del liberalismo español," *Cuadernos Americanos*, XII (1953), 161-174.
 "Montaigne en España," *Neuva revista de filología hispánica*, VII (1953) 259-278.
 "Ideas picudas, ideas redondas: Maupassant y Ganivet," *Neuva revista de filología hispánica*, VIII (1954), 77-79.
 "Gutierre Díez de Games y su 'Victorial'," *Imago mundi*, II (1954), 40-55.
- MARIO MAURIN, PH.D., Assistant Professor of French
 "Suarès and the Third Kingdom," *Yale French Studies*, XIII, 34-40.
 "Suarès y su Poética," *Buenos Aires Literaria*, XVIII (1954), 1-14.
 "Aspects d'André Suarès," *Les Lettres Nouvelles*, XVI (1954), 833.
 "Poésies limpides," par Juan Ramón Jiménez, tr. by M. Maurin, *Les Lettres Nouvelles*, XVIII (1954), 236-243.
 "Tema y Variaciones en el Teatro de Salinas," *Insula*, CIV (1954), 1-3.
- CATHERINE MCCLELLAND, PH.D., Lecturer in Anthropology, Semester II
 "The Interrelations of Social Structure with Northern Tlingit Ceremonialism," *Southwestern Journal of Anthropology*, Vol. X, No. 1 (1954), 75-96.
- MACHTELD J. MELLINK, PH.D., Associate Professor of Classical Archaeology
 Reviews in *American Journal of Archaeology* and *Bibliotheca Orientalis*

FRITZ MEZGER, PH.D., Professor of Germanic Philology

"Zu einigen idg. g- und l- Bildungen," *Zeitschrift für vergleichende Sprachforschung*, LXXII (1954), 97-118.

Reviews

AGNES KIRSOPP MICHELS, PH.D., Associate Professor of Latin

"The Topography and Interpretation of the Lupercalia," *Transactions of the American Philological Association*, LXXXIV (1953), 35-59.

WALTER C. MICHELS, PH.D., Marion Reilly Professor of Physics

"The Atom Story," (Review), *Review of Scientific Instruments*, XXIV (1953), 968.

"Electrical Measuring Instruments. Part one," (Review), *Review of Scientific Instruments*, XXIV (1953), 975-976.

"Der Mensch als physikalisches Messinstrument," *Physikalische Blätter*, X (1954), 114-118. (In collaboration with H. Helson.)

"An Interpretation of the Brill Scale of Subjective Brightness," *Journal of The Optical Society of America*, XLIV (1954), 70-74.

"The Use of Comparative Rating Scales for the Evaluation of Psychophysical Data," *American Journal of Psychology*, LXVII (1954), 321-326. (In collaboration with H. Helson and A. Sturgeon.)

"A Quantitative Theory of Time-Order Effects," *American Journal of Psychology*, LXVII (1954), 327-334. (In collaboration with H. Helson.)

JANE M. OPPENHEIMER, PH.D., Professor of Biology

"The development of transplanted fragments of *Fundulus gastrulae*," *Proceedings of the National Academy of Sciences*, XXXIX (1953), 1149-1152.

"William Gilbert: Plant Grafting and the Grand Analogy," *Journal of the History of Medicine and Allied Sciences*, XXIII (1953), 165-176.

"Transplantation experiments on the eggs of *Gobius*," *Pubblicazioni della Stazione Zoologica di Napoli*, XXV (1954), 18-25.

"Book reviews in *Quarterly Review of Biology*, *American Scientist*, *Scientific Monthly*.

JOHN C. OXTOBY, M.A., Associate Professor and Professor-elect of Mathematics

"Stepanoff flows on the torus," *Proceedings of the American Mathematical Society*, IV (1953), 982-987.

- WILLIAM H. REESE, PH.D. IN MUSIC, A.A.G.O., Director of Orchestra
Haverford College Song Book, Haverford College Bookstore, Haverford, Pa., September 1954.
 Music Criticisms in *Fremont (Ohio) News-Messenger*, August 1954.
- PAUL SCHRECKER, PH.D., LL.D., Visiting Professor of Philosophy
 "Qui me non nisi editis novit, non novit," *The Library Chronicle*, XX (1954) 24-31.
 "Academic Freedom," *Pennsylvania Literary Review*, IV (1954), 11-21.
 Reviews in *Philosophy and Phenomenological Research*, and in *The Philosophical Review*.
- JOSEPH C. SLOANE, M.F.A., PH.D., Professor of History of Art
 "Un portrait inconnu de Baudelaire?," *Le Figaro Littéraire*, (25 September 1954), 1. (In collaboration with Maurice Rat.)
- ALEXANDER COBURN SOPER, III, M.F.A., PH.D., Professor of History of Art
 "King Wu Ting's Victory over the 'Realm of Demons'," *Artibus Asiae*, XVII (1954), 55-60.
- ARTHUR COLBY SPRAGUE, PH.D., Professor of English Literature
The Stage Business in Shakespeare's Plays: A Postscript, Society for Theatre Research, London, 1954
 "Shakespeare on the New York Stage 1953-1954," *Shakespeare Quarterly*, V (1954), 311-315.
 Reviews in *Theatre Notebook* and *Shakespeare Quarterly*.
- K. LAURENCE STAPLETON, A.B., Professor of English and of Political Theory
 "Milton and the New Music," *University of Toronto Quarterly*, XXIII (1954) 217-226.
- ISABEL S. STEARNS, PH.D., Professor of Philosophy
 "Feibleman's Ontology," *The Review of Metaphysics*, VII (1954), 436-443.
- MARY HAMILTON SWINDLER, PH.D., LL.D., Professor Emeritus of Classical Archaeology and Visiting Professor
 "Aegean Archaeology," *American Peoples Encyclopedia*, June 1953.
 "Greek Sculpture and Painting," *Encyclopaedia Americana Annual*, 1953.
 Reviews in *United States Quarterly Book Review*, *American Journal of Archaeology*, *Archaeology*, *Art Bulletin*.

THEODORE HERMAN VON LAUE, PH.D., Lecturer in History

"The High Cost and the Gamble of the Witte System: A Chapter in the Industrialization of Russia," *Journal of Economic History*, XIII, No. 4, (Fall 1953), 425-448.

"The Fate of Capitalism in Russia: The Narodnik Version," *American Slavic and East European Review*, XIII, No. 1 (February 1954), 18-35.

"A Secret Memorandum of Sergei Witte on the Industrialization of Russia," *Journal of Modern History*, XXVI, No. 1, 60-74.

"Einige politische Folgen der russischen Wirtschaftsplanung um 1900," *Forschungen zur Osteuropäischen Geschichte*, Band I, Berlin, (1954), 217-238.

Reviews in *American Historical Review*, *Erasmus*.

EDWARD H. WATSON, PH.D., Professor of Geology

"Some hypersthene from Southeastern Pennsylvania and Delaware," *American Mineralogist*, XXXIX (1954), 566-580. (In collaboration with W. Clavan and W. M. McNabb.)

"Some hornblendes from Southeastern Pennsylvania and Delaware," *American Mineralogist*, XXXIX (1954), 581-599. (In collaboration with Abraham Rosenzweig.)

ROGER HEWES WELLS, PH.D., Professor of Political Science

Book review. *Annals of the American Academy of Political and Social Science*, Vol. 293 (May 1954), 206-207.

MARY KATHARINE WOODWORTH, PH.D., Associate Professor of English

Article in *Bryn Mawr Alumnae Bulletin*, XXIV, No. 3, 2-4, 30.

GEORGE L. ZIMMERMAN, PH.D., Assistant Professor of Chemistry

"Measurement of The Joule-Thomson Coefficient—A Laboratory Experiment," *Journal of Chemical Education*, XXXI (1954), 530-533. (In collaboration with C. E. Hecht.)

SUPPLEMENT TO THE PRESIDENT'S REPORT

III

Official Publications, 1953-1954

BRYN MAWR COLLEGE CALENDAR

Finding List Issue, Vol. XLVI, No. 4, November 1953

Report of the President issue, Vol. XLVII, No. 1, December 1953

Graduate Courses issue, Vol. XLVII, No. 2, July 1953

Undergraduate Courses issue, Vol. XLVII, No. 3, August 1953

BRYN MAWR COLLEGE GAZETTE, VOL. VI, Nos. 1-7

Respectfully submitted,

CAROL BIBA

Director of Public Relations

SUPPLEMENT TO THE PRESIDENT'S REPORT

IV

Gifts Received from July 1, 1953 to June 30, 1954

GIFTS FOR CURRENT EXPENDITURES

	<i>Totals</i>
Alumnae	
The Alumnae Association and Bryn Mawr Clubs	\$45,590.05
Individual Donors	16,709.19
Undergraduate and Group Donations	5,305.00
	\$ 67,604.24
Foundations and Special Funds	17,190.00
Pennsylvania Foundation for Independent Colleges, Inc....	*2,262.07
Friends of the College	
Clubs and Group Donations	\$2,865.01
Individual Donors	22,436.87
Annual Giving from Parents and Friends..	14,070.74
	39,372.62
Total	\$126,428.93

* First two years' distribution received in 1953-54 College fiscal year.

GIFTS AND BEQUESTS FOR ENDOWMENT

Alumnae	
Class and Group Gifts	\$16,801.25
Individual Donors	21,027.47
Bequests	1,051.72
	\$ 38,880.44
Friends of the College	
Individual Donors	\$ 3,513.04
Bequests	251,917.96
	255,431.00
Foundations	1,000.00
Total	\$295,311.44
TOTAL OF ALL GIFTS.....	\$421,740.37

Respectfully submitted,

CLARISSA WARDWELL PELL

Executive Director of the Resources Committee

STATEMENT OF ASSETS AND LIABILITIES

June 30, 1954

Assets

CURRENT

Cash and U. S. Government Bonds, net of amount due		
Endowment	\$	340,117.10
Accounts Receivable, Loans, etc.		13,331.83
Prepaid Expenses		15,475.84
Inventories		40,673.95
East House—Purchase Price and Equipment (to be transferred to Consolidated Investments)		40,822.96
		\$ 450,421.68

ENDOWMENT

Investments: Bonds, Stocks, Mortgages, Real Estate and Ground Rents		\$8,936,194.43
Diversified Trust Funds		41,660.44
Returnable Deposits—Perpetual Fire Insurance		41,735.00
Invested in Income Producing Buildings		839,872.50
Invested Temporarily in West House Alterations and Improvements		17,136.12
Uninvested Cash—due Endowment		45,313.36
		9,921,911.85

PLANT

Land and Power Distributing Lines		\$ 426,526.35
Buildings		4,183,509.98
Furnishings, Equipment, Books, etc.		1,596,530.18
		6,206,566.51
		\$16,578,900.04

NOTE: There are also held \$59,459.00 in non-interest bearing U. S. Saving Series "F" Bonds (all donated) of which \$1,322.00 belongs to the funds, and \$58,127.00 belongs to Miscellaneous Items. These are not included in the book value of the Funds at present, but will be added at maturity.

STATEMENT OF ASSETS AND LIABILITIES

June 30, 1954

Liabilities

CURRENT

Advance Room Deposits and Student Fees	\$	33,929.04
United States Treasury—for Income and Social Security Taxes		15,566.71
Reserves, Current		157,041.70
Grants for Research and Special Study		24,951.71
Donations for Current Expenditures		82,985.89
Unexpended Balance of Income from Endowment for Special Purposes—Net		118,278.73
Unexpended Balances of Agency Funds and Miscel- laneous Accounts		17,667.90
	\$	450,421.68

ENDOWMENT

For General Purposes	\$8,015,976.48	
For Scholarships	886,816.15	
For Pensions, Library, Lectures, etc.	508,466.11	
Undistributed Gain—Consolidated Investment Account	323,667.80	
	\$9,734,926.54	
Agency Funds—Held for Special Trusts	186,985.31	
		9,921,911.85

PLANT

Endowment Fund Invested in Plant	\$	857,008.62
Balance of Cost of Plant, representing Special Bequests, Gifts and Appropriations from Earnings		5,349,587.89
		6,206,566.51
		\$16,578,900.04

Abridged from Balance Sheet as it appears in Report of Treasurer.

OPERATING STATEMENT

From the Report of the Treasurer

For the Year Ending Sixth Month 30, 1954

RECEIPTS

Receipts at College Applicable to Budget.....	\$1,189,071.72	
Income from Consolidated Funds as distributed		
@ 4½%	\$361,651.29	
Spent for Coordination of Sciences from In-		
come of Carnegie Corporation (N.Y.)		
Endowment Fund	\$7,270.32	
This year's income	6,961.11	
Add excess from previous year's income.....	309.21	361,960.50
Income from Consolidated Funds above 4½%.....		113,883.33
Net Income on Moneys Temporarily Invested.....		8,898.96
Donations for Current Expenses.....		11,895.55
Annual Giving		14,070.74
Foundation for Independent Colleges in Pennsylvania		
(2 years)		2,262.07
		\$1,702,042.87

EXPENDITURES

Expenses at College Applicable to Budget.....	\$1,705,518.61	
Permanent Improvements (Alternating Current).....	26,225.05	
Special Appropriations	8,471.32	
Net Expenses at Treasurer's Office.....	10,886.12	
Interest Paid on Temporary Loans.....	149.73	
		\$1,751,250.83
Operating Deficit		\$49,207.96

The following moneys have been used to meet the above deficit:

1. Remaining balance of Income Stabilization Reserve..	\$25,794.86	
2. Amount withdrawn from the 1946 Campaign for Dona-		
tions for Salaries Fund.....	23,413.10	
		49,207.96
Resulting in no gain or loss for 1953-1954.....		0

REPORT OF THE DEAN OF THE COLLEGE

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1953-1954:

During my absence from the College on sabbatical leave for Semester I, Mrs. Annie Leigh Broughton was Acting Dean of the College. The usual plan for advising students was modified somewhat to fit in better with the general responsibilities of the Deans. Mrs. Broughton advised sophomores and seniors and Assistant Dean Fales, freshmen and juniors.

Most of the comments which I shall make in this report are on matters or events which were begun or carried on during my absence. The comments will therefore necessarily be more general than usual.

THE ACADEMIC HONOR SYSTEM

In the spring of last year, undergraduates requested that the College faculty and administration study with them the question of a new honor system for Bryn Mawr pertaining to academic matters: written work, term papers, laboratory reports, quizzes and examinations. A committee of the faculty worked with a student committee and presented to the faculty as a whole a plan for such a system. After a revision in the interests of clarity, the faculty approved the plan on April 28, 1954, and voted that it should go into effect in the fall of 1954.

The approved plan, representing joint action by the faculty and students, assumes that each individual is responsible for her own conduct. Faculty proctors will no longer supervise examinations. Student proctors will be assigned to the various buildings to insure orderly conduct and quiet during examinations. Infringements of any rule concerning academic work will be considered by a joint board consisting of the President of the College, the appropriate Dean, three members of the faculty and four students, who shall be the four college-elected members of the Executive Board of the Bryn Mawr Students' Association for Self-Government. Although most of the characteristics of the plan are familiar ones, it is perhaps worth noting that the plan does not assume that each student must be responsible for reporting infringements of others.

The academic honor system is an important development at Bryn Mawr for several reasons. One is that in the past the faculty has been

solely responsible for the academic affairs of the College, and the students, through the Self-Government Association, have been solely responsible for their own conduct and rules concerning it. The academic honor system is, therefore, a departure from our general pattern in that both groups within the College will be operating jointly and cooperatively within a common area. I believe that the new system will be successful because it is a logical one in terms of our general educational philosophy.

The honor system as it applies to the academic work of the College will not be a new concept to the undergraduates. An honor system has long been the foundation of their system of self-government. Here, it has worked well and public opinion has provided steady and strong support. To the students the academic honor system will seem the natural extension of an already well tested method of operation.

It may seem curious that an academic honor system, long a familiar part of the American college pattern, had not been adopted earlier at Bryn Mawr. The reason is, I believe, that earlier generations of students did not look upon the old system as incompatible with the idea of individual responsibility for honesty and integrity in academic work. The students had thought of the faculty administration of academic matters as a help to them in providing an efficient and clear framework for their academic pursuits. They had not thought of it as a system for supervision or checking. However, each new generation of students sees the college organization in a new light and to the present students it seemed that the administration of rules designed to protect the integrity of academic work should be shared by them.

After an experimental period of testing the adequacy of the provisions made to insure that the new system will work smoothly, we shall re-examine the plan. Undoubtedly unforeseen difficulties will appear in the early stages, but I do not anticipate any major problems in connection with the plan itself.

ENROLLMENT

The undergraduate enrollment of 614 students made this year's college once again the "largest in our history." Of this total, 30 students, or 4.9 per cent, were students of foreign citizenship. The total also includes 6 students who were spending the Junior Year Abroad. Both the number of students of foreign citizenship and the number of our students studying abroad are slightly lower than in recent years.

Under the three-college plan of cooperation, 36 students from Haverford were registered for 21 courses at Bryn Mawr, and 3 students from Swarthmore for 2 courses; 20 Bryn Mawr students registered for 7

courses at Haverford, where the most frequent choices were Astronomy and Humanities.

SPECIAL SERVICES

The medical services provided by the College are described in the report of the College Physician, Dr. Elizabeth Humeston. Dr. Richard Lonsdorf continued the work at the College which he had originally undertaken on a temporary basis during Dr. Sinkler's illness. Dr. Smith and Dr. Lonsdorf together permit us to offer, for the second year, three rather than two afternoons a week for psychiatric appointments.

Professor Cox's report on the Child Study Institute includes information on the counseling services offered to undergraduates. Members of the staff are available to give assistance in the general area of study habits or in the case of more specific difficulties such as reading problems or the testing of interests. Twenty-eight students attended a total of 54 conferences with Mrs. Cox and members of her staff.

STUDENT ACTIVITIES

Because of my absence during the first semester, I cannot present in detail a very meaningful picture of student activities. From a review of the calendar of events, however, I believe that both the College Chorus and the Student Alliance for Political Affairs had unusually successful years. The Chorus joined with the Princeton University Glee Club and the Young Peoples' Dance Theater in presenting Stravinsky's "Les Noces" at their annual spring concert, and also participated in the Heinrich Schuetz Festival at Haverford. The Alliance presented an excellent group of speakers, including Madame Vijaya Lakshmi Pandit, whose speech on India was particularly pertinent in a year when the former Ambassador to India, Mr. Chester Bowles, held the Anna Howard Shaw lectureship at the College.

Another event which stands out in my mind was May Day, enlarged to include more elaborate pageantry, more dancing and the presentation of an Elizabethan play.

In closing, I should like to say how delightful (and also somewhat disconcerting) it is to return to one's office after a leave of absence to find everything in perfect order and operating more smoothly and efficiently than upon one's departure. For such a happy state of affairs, I am most grateful to Mrs. Broughton, Miss Fales and also to Miss Sidney V. Donaldson and Mrs. Margaret E. Rambo.

Respectfully submitted,

DOROTHY N. MARSHALL

Dean of the College

SUPPLEMENT TO THE DEAN'S REPORT

I. Statistics of Undergraduate Students, 1953-1954

Summary of Registrations by Classes

Class of 1954	122	
Class of 1955 (including six having the Junior Year abroad)	136	
Class of 1956	177	
Class of 1957	178	
Hearer	1	
TOTAL	614	

Geographical Distribution ***

United States residence and citizenship:

	<i>Number</i>	<i>Percent</i>	
Middle Atlantic States	321	52.2	
South Atlantic States	84	13.7	
New England States	76	12.4	
East North Central States	48	7.8	
West North Central States	15	2.4	
Pacific States	14	2.3	
West South Central States	12	2.0	
East South Central States	4	.7	
Mountain States	3	.5	94.0

Foreign residence, United States Citizenship:

Argentina	2		
Brazil	2		
England	1		
France	1		
Netherlands West Indies	1	7	1.1

Foreign citizenship:***

Great Britain (England; Malaya; B.W.I.; Bahamas)	8		
China	5		
Korea	2		
Netherlands	2		
Austria	1		
Canada	1		
Denmark	1		
Egypt	1		
France	1		
Germany	1		
Hungary	1		
Japan	1		
Norway	1		
Philippines	1		
Sweden	1		
Venezuela	1		
"Stateless" (Hungary)	1	30	4.9
TOTAL	614		100.0

The students came from 34 states, the District of Columbia, and
22 countries other than the United States.

* Classification as employed by U.S. Bureau of the Census, Washington, D.C.

** Students having the Junior year abroad are classified under their U.S. residence.

*** This listing is by citizenship and not necessarily by residence.

Average age in the Senior Class (October 1953) 20 years 10 months
Number of schools preparing the 614 students 410 schools, and
 31 colleges and universities (or foreign matriculation examinations) from which
 students entered on transfer, as follows:

<i>in the United States,</i>	<i>other than the United States,</i>
Cornell University	American University of Cairo
Guilford College	Austrian Gymnasium
Johns Hopkins University	Colegio Nacional de San Isidro, Argentina
Juniata College	Danish Gymnasium
Michigan, University of	Dublin, University of
Minnesota, University of	Madrid, University of
New York University	McGill University
Radcliffe College	Mexico City College
Reed College	Seoul National University
Rochester, University of	
Rockford College	Cambridge Higher School Certificate
Salem College	French Baccalaureat Examinations
Smith College	Norwegian Examen Artium
Sweet Briar College	
Syracuse, University of	
Vassar College	
Wellesley College	
Wells College	
William and Mary, College of	

Of the 410 preparatory schools, 318 gave final preparation
 (164 public schools, 154 independent schools).

Daughters of Bryn Mawr Alumnae in the Undergraduate School 47

Percentage of Majors in Each Field

(Comparative figures for five years)

(Computed from figures for the two upper classes as of April)

MAJOR	1949-50	1950-51	1951-52	1952-53	1953-54
Biology	8.0	4.6	4.0	6.3	6.7
Chemistry	8.0	4.2	5.4	5.5	3.2
Classical Archaeology	2.5	2.7	3.3	1.2	1.6
Economics	2.5	3.9	2.9	2.4	3.2
English	18.2	18.5	19.9	20.1	19.7
French	5.2	6.9	6.2	6.3	6.7
Geology	1.2	3.1	3.3	2.0	1.6
German	3.6	5.0	3.6	.8	.8
Greek	1.2	..	..	..	.4
History	9.2	9.7	11.2	14.2	11.4
History of Art	8.0	6.9	6.6	7.1	9.5
Italian .....	..	..	..	..	..
Latin .....	.8	1.6	1.8	.8	.4
Mathematics	1.6	..	..	.8	1.6
Philosophy	5.6	8.1	7.6	6.3	7.9
Physics	1.2	1.6	.7	1.2	.8
Political Science	10.0	11.6	11.2	10.3	11.4
Psychology	8.4	5.0	4.3	4.0	3.6
Russian .....	.4	.8	1.1	.8	1.2
Sociology-Anthropology ...	2.0	2.3	2.9	5.1	5.9
Spanish	2.0	3.5	3.6	2.4	2.4
No Major .....	.4*	..	.4**	2.4*	..
TOTAL PERCENTAGES IN ALL FIELDS	100.0	100.0	100.0	100.0	100.0
TOTAL MAJORS IN ALL FIELDS (Junior and Senior Classes)	249	259	276	253	253

* Student having Junior Year abroad; no Major Work Plan on file.

** Foreign student assigned to Junior Class; no Major Work Plan on file.

Students enrolled autumn 1952 who did not return autumn 1953 (other than those graduating June 1952 and those spending the Junior Year abroad)

Marriage	20
Study elsewhere	14
(including 3 having the Senior year elsewhere, to count toward Bryn Mawr degree)	
Health	7
Academic	1
Other (Travel; Finances; Personal Reasons; Family Situation).	<u>11</u>
TOTAL	53

II. Statistics of the Class Entering Autumn 1953

Total entering: 195 (including 14 transfer students and 2 Hearers)

Preparation of students entering as Freshmen:

	<i>Number</i>	<i>Percent</i>
entirely in independent schools	65	36.3
entirely in public schools	88	49.2
in both public and independent schools	24	13.4
in foreign schools	<u>2</u>	<u>1.1</u>
TOTAL	179	100.0

Colleges and universities from which students entered on transfer:

Johns Hopkins University; University of Michigan; University of Minnesota; Smith College; Vassar College; Wellesley College.

Foreign academic institutions or examinations:

French Baccalaureat; Gymnasium, Denmark; Norwegian Diploma of Examen Artium; Gymnasium, Austria; Trinity College of the University of Dublin; Cambridge Higher School Certificate; McGill University.

Geographical Distribution (at time of entrance):

	<i>Number</i>	<i>Percent</i>
<i>United States residence and citizenship:</i>		
Middle Atlantic States	107	54.9
South Atlantic States	22	11.3
New England States	19	9.7
East North Central States	19	9.7
West North Central States	7	3.6
West South Central States	4	2.1
Pacific States	4	2.1
East South Central States	3	1.5
Mountain States	<u>..</u>	<u>..</u>
	185	94.9
<i>Foreign residence, United States citizenship:</i>		
Argentina	<u>1</u>	.5
<i>Foreign citizenship:</i>		
Great Britain	3	
Austria	1	
Denmark	1	
Japan	1	
Netherlands	1	
Norway	1	
"Stateless" (born Hungary)	<u>1</u>	<u>4.6</u>
TOTAL ENTERING	195	100.0

Average age October 1, 1953 (179 Freshmen) 17 years 11 months

Students in the entering class who are daughters of Bryn Mawr alumnae 8

Respectfully submitted,

MARIAN C. ANDERSON

Recorder of the College

REPORT OF THE DEAN OF THE GRADUATE SCHOOL

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1953-1954:

REGISTRATION

The number of students this year was somewhat larger than last year, but fewer were doing full-time work. The total was 155; 148 registered in the first semester, 12 of whom withdrew, and 7 new students came in the second semester. Seventy-three students were doing full-time work. There were 46 residents of the Graduate Center, one of whom was an undergraduate. One hundred and ten were non-resident. The 21 men in the Graduate School were enrolled in the following departments: 13 in Social Economy, 2 each in English, History of Art and Geology, and 1 each in Chemistry and Psychology.

FELLOWS AND SCHOLARS

There were 5 Resident Fellows, 1 Fellow by Courtesy, 3 Fellows in the Coordination of the Sciences, 18 Resident Scholars, 10 Non-resident Scholars, and 2 Special Tuition Scholars.

FOREIGN STUDENTS

The foreign students in the Graduate School numbered 30. These included 8 Foreign Scholars and 3 Demonstrators. They came from the following countries: 8 from Canada, 3 each from China, India and the Philippines, 2 each from England, France and Germany, and 1 each from Argentina, Belgium, Burma, Estonia, Greece, Italy and Switzerland.

EXCHANGE WITH OTHER UNIVERSITIES

Twelve students went from Bryn Mawr to the University of Pennsylvania under the Reciprocal plan to take courses in American Civilization, Anthropology, Botany, Economics, English, Philosophy and Psychology. Two students came from the University of Pennsylvania for study in History of Art.

DEGREES

Nine Ph.D. degrees were awarded at Commencement 1954 (2 in French and 1 each in Chemistry, English, German, Latin, Mediaeval Studies, Philosophy and Social Economy).

Twenty-seven M.A. degrees were awarded (5 in English, 3 each in Classical Archaeology and Psychology, 2 each in Chemistry, French, Philosophy and Spanish, and 1 each in Economics, Education, History, History of Art, Latin, Music, Physics, and Sociology and Anthropology).

Twenty-four M.S.S. degrees in Social Economy were awarded.

DISSERTATIONS PUBLISHED 1953-54

Department of Biology

JOAN FULTON WHITE (degree awarded at Commencement 1953).

Studies on the Growth of Blood Vessels in Vitro: 1. The Effect of Initial pH on Growth Patterns.

Reprint from *The American Journal of Anatomy*, Vol. 94, No. 1, January 1954, 127-169.

Department of English

SHIRLEY SEIFRIED ALLEN (degree awarded at Commencement 1949).

Samuel Phelps and His Management of Sadler's Wells Theatre.
Microfilmed by University Microfilms, Ann Arbor, Michigan, 1954.

DEBORAH SANDS AUSTIN (degree awarded at Commencement 1953).

A Study of the Use of Emotional and Intellectual Imagery in the Novels of George Meredith.

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1953.

ELIZABETH EMERSON (degree awarded at Commencement 1953).

English Dramatic Critics of the Nineties and the Acting of the "New Theatre."

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1954.

WINIFRED IRENE NELSON POTTER (degree awarded at Commencement 1950).

A Roving Mind: A Review and Appraisal of George Moore's Pronouncements on Literature, Painting, and Music.

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1953.

Department of French

MARLOU HYATT SWITTEN (degree awarded at Commencement 1952).

Diderot's Theory of Language as the Medium of Literature.

Reprint from *The Romanic Review*, Vol. XLIV, No. 3, October, 1953.

Department of Greek

PATRICIA NEILS BOULTER (degree awarded at Commencement 1953).
The Heraclidae of Euripides, an Introduction and Commentary.

Microfilmed by University Microfilms, Ann Arbor, Michigan,
 1953.

Department of History

ESTHER ROWLAND CLIFFORD (degree awarded at Commencement 1952).

Othon de Grandson, 1238-1328.

Microfilmed by University Microfilms, Ann Arbor, Michigan,
 1954.

ROBERTA STREET (degree awarded at Commencement 1953).

The Origins of the Mouvement Républicain Populaire.

Microfilmed by University Microfilms, Ann Arbor, Michigan,
 1954.

Department of Latin

LOUISE PRICE HOY (degree awarded at Commencement 1952).

Political Influence in Roman Prosecutions from 78 to 60 B.C.

Microfilmed by University Microfilms, Ann Arbor, Michigan,
 1954.

Department of Philosophy

BARBARA ENTENBERG GIMBEL (degree awarded at Commencement 1949.)

Freud's Theory of Mind and Meaning.

Microfilmed by University Microfilms, Ann Arbor, Michigan,
 1954.

Department of Political Science

SUNA KILI DERYA (degree awarded at Commencement 1953).

Party Developments in Turkey, 1945-1950.

Microfilmed by University Microfilms, Ann Arbor, Michigan,
 1953.

Department of Social Economy

HELEN NORTHEN (degree awarded at Commencement 1953).

The Effectiveness of Social Group Work in the Development of Qualitative Participation.

Microfilmed by University Microfilms, Ann Arbor, Michigan,
 1954.

Dr. David L. Thomson, Dean of the Faculty of Graduate Studies, McGill University, was the speaker at Graduate Assembly on April 6th. His talk, "The Business of a Scholar," aroused so much interest that it is to be published in the Winter Issue of the *Alumnae Bulletin*.

Because the English Department had an unusually large number of students this year it is timely to report on graduate work in that Department. I have therefore asked Professor Stapleton to review the work of the year and to make any suggestions that she might have. Her statement follows:

"There were 19 graduate students in English this year, two-thirds of them candidates for the M.A. or the Ph.D. degree. The undergraduate training of the group shows an impressive diversity: students came to us from Goucher College, Hunter College, McGill University, Mount Holyoke, Smith College, the University of Arkansas, the University of Minnesota, the University of Pennsylvania and the University of Pittsburgh. Three were foreign students, candidates for higher degrees in foreign universities. Three students were members of the staff at Bryn Mawr College; one was a teacher from a nearby school. Two men students took time out from their work in nearby business firms to advance their progress toward the Ph.D.

"The large number of candidates for the doctorate made extra demands on the time of members of the department, but brought a fortifying variety of interests to the seminars. At present, seminars and graduate courses in many universities have grown to such a size that graduate instruction in the true sense is difficult to provide, and individual training in research has admittedly suffered. In these circumstances the Bryn Mawr Graduate School has unique advantages. The median number of students in an English seminar this year was 5; the largest seminars had 8 students. In groups of this size full discussion of individual reports and flexibility in the planning of projects for each student remain possible.

"Given the size of the department, it is not always feasible, in any one year, to offer seminars in all the periods that students wish to study. To meet their needs it is usually necessary to plan some "supervised units;" this, of course, constitutes another of the invisible items in the teaching load. The supervision of theses is another example. The opportunity to do graduate teaching is one of the incentives to research highly valued by the Bryn Mawr Faculty. Our goal in planning the conduct of such work should take into

account the faculty member's need for time to carry on his own studies; but it is often difficult to achieve this, especially for members of the department whose undergraduate courses are large. It is possible that the addition of secretarial help or of some part-time research assistants might be a material aid to the graduate program."

Although the enrollment in the Department of Social Economy was lower than it has been recently, the year was unusually interesting since it saw the opening of the new program in Psychiatric Social Work made possible by a grant from the United States Public Health Service. Faculty study and discussion centered around this and around admission procedures. Certain changes in the latter were made which Miss Hathway believes will greatly facilitate the evaluation and selection of students. Among the many interesting events of the year was the Alumni Institute on "The Meaning of Cultural Differences for the Social Worker" which was led by Dr. Otto Pollak of the University of Pennsylvania, an alumnus of the Department.

The major academic change in the Graduate School this year was the discontinuance of the M.A. in Social Economy. The Graduate Committee's decision to recommend this step to the Faculty came after long consideration. Miss Hathway, in presenting the case for discontinuance on behalf of the Department of Social Economy, reported that since the M.S.S. program had been established the demand for the arts degree in the field had vanished. The M.A. is not recognized professionally, in this country at least, and it is the M.S.S. rather than the M.A. that is a station on the way to the Ph.D. in Social Economy. The Graduate Committee concluded that a student who wanted a Master of Arts degree in this field could do so by taking her major work in Sociology or in Economics, with a seminar in Social Economy as an allied subject. The fact that the M.A. in Social Economy still has a value abroad, as was stressed by the only dissenting member of the Department of Social Economy, was considered by the Committee to be an insufficient reason for continuing to offer the degree at Bryn Mawr. The change was voted by the Faculty on December 9th.

Another change agreed upon by the Graduate Committee was a reduction, from seventy-five to twenty-five, in the number of reprints of published dissertations required of Doctors of Philosophy. This action was taken when replies to a questionnaire sent to fifty institutions on the College mailing list indicated negligible interest in the receipt of reprints—an illuminating commentary on the general overcrowding of library facilities.

This was a year of surveys. Work on the study of graduate students was carried forward and much information on the 366 holders of the Ph.D. degree is now in hand. Since a report on this part of the study has been published in the *Journal of the American Association of University Women*, I shall not comment on it further. Certain factors remain to be analyzed for this group and tabulation of the data from the Masters of Arts and Social Service has barely been started.

The most recent study concerns the foreign graduate students. Members of the Graduate Committee have from time to time questioned the value of the program of studies offered to these students. They have asked whether we are justified in assuming that the foreigner's purpose in coming to Bryn Mawr is broadly speaking the same as that of an American's—preparation for a particular career; if not, should we provide a special series of studies centering on America and allowing time and means for seeing various aspects of American life? As a first step toward answering this problem the records of the foreign graduate students who have been at Bryn Mawr during the last eight years were examined and information obtained on two definite points: the students' professed aims, as to field of study and academic degree, and their success in accomplishing their goals.

There were exactly 100 students in the group, 63 from Europe (in which two from Australia and New Zealand were included), 24 from the Far East, 8 from Latin America and 5 from the Middle East. Countries represented by 5 or more students were France (16), England (9), Germany (8), Italy (7), China and Taiwan (5), and India (5).

Thirty-four of the students stated that they would not be working towards a degree; 28 of these were Europeans—or 44 per cent of that group. Sixty-six of the 100 students came hoping for a degree; 47 received them: M.A.'s 36, Ph.D.'s 5, and 6 who received the M.A. and are at least candidates for the Ph.D. as well. However, among the 47 recipients were 5 who had not come for a degree and there were, therefore, 24 who were disappointed.

The interests of the students varied according to their geographic origins. Fifty-nine per cent of those from Europe and 7 of 8 from Latin America chose the humanities, with Literature as the preferred subject; but 4 out of 5 from the Middle East chose Social Studies, and students from the Far East were about equally divided between Science and Social Studies; only a sixth of them were interested in Arts and Letters.

On the whole Bryn Mawr met the desires of the students admirably. Six students expressed singular or multiple aims ranging from a course

in "College Administration" to "Seeing America" and were directed into more conventional channels. The areas in which failure to meet the stated purpose were most evident were Education and "American Studies." Interest in the latter is illustrated by applications in which American Literature, History and/or Politics were specified. There were 17 such requests and in 7 instances the students finished by taking another subject—usually English Literature. One striking example of this was a French girl who came to study "American Literature and History and Classical Archaeology" and who left at the end of the year with an M.A. in French and English.

How far one can go in reaching conclusions about subjective reactions from such objective observations I do not know, but it seems safe to say that the majority of the foreign students came to Bryn Mawr with a serious and well defined purpose. This was undoubtedly the case with almost all of those from Asia, Latin America and the Middle East. Doubts about the motivation of the Europeans, based on the fact that nearly half of them professed no interest in a degree, are mitigated by the consideration that Master's and Doctor's degrees have not the same significance, or importance, in Europe as in other parts of the world. On the whole, I am not prepared to recommend a special program for the foreigner. More seminars in Education and a greater selection, at the graduate level, of courses dealing with America are desirable—but not solely for the foreign student.

I cannot close without a word of appreciation for a number of special contributions to the Graduate School amounting to more than \$2,600: \$1,267 was received from the Alumnae Association for graduate scholarships; \$600 from the Pennsylvania Federation of Business and Professional Womens Clubs and \$300 from an anonymous donor as supplementary scholarships for three graduate students; and a gift of \$500, also anonymous, to the Graduate Emergency Fund.

Respectfully submitted,

ELEANOR A. BLISS

Dean of the Graduate School

REPORT OF THE ACTING DEAN FOR SEMESTER I AND DIRECTOR OF ADMISSIONS

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the year 1953-1954:

As Acting Dean for the first semester it seemed best to continue as adviser to the sophomore and senior classes, while calling on the sympathetic and skilled assistance of Miss Catherine Fales, Assistant Dean of the College, as adviser to freshmen and juniors.

Since matters of importance affecting the Curriculum and the Student Government carried over into the second semester, I shall leave them for discussion by Dean Marshall. I should like to comment, however, upon a whole new area of important and time-consuming work which has fallen to the Dean since my earlier term in the office in 1946. This results from the large number of new and excellent fellowships and scholarships sponsored by the various foundations and open to talented members of the graduating class. Whereas formerly there were only graduate awards offered by other universities and our own European Fellowship, the Dean and the office staff now spend well over a month each autumn arranging conferences and writing letters of recommendations for fellowships such as the United States Government Grants for Graduate Study under the Fulbright Act, the Marshall Scholarships, the National Woodrow Wilson Fellowships, the Ford Foundation Foreign Study and Research Fellowships, and many others. In recent years Bryn Mawr students have won their share of these and the labor that goes into advising seniors in these efforts is most rewarding.

We are constantly indebted to the support given by the secretaries, both in the Dean's office and in the Admissions office. Their loyalty to the College, so often expressed in giving more than is requested in time and effort, and their tact in meeting both students and visitors is an invaluable asset to Bryn Mawr.

ADMISSIONS

The College was fortunate in being able to secure as Acting Director of Admissions for the first semester Miss Charlotte Tinker, a graduate of Wellesley, who had had several years' experience as Assistant Director of Admissions at Mount Holyoke College. Miss Tinker visited classes, attended the College Council and met and talked with many members of

the faculty and student body in order to learn and to know the College and interpret it to others. Although she returned to full-time work with the Friends Service Committee in the second semester, she continued to help with interviews on Saturday mornings in the Office of Admissions.

The sharp rise in the numbers applying for admission and for scholarship aid, referred to in last year's report, continued here and at other major colleges. The situation at Bryn Mawr becomes clear in the contrast between figures for this year and those of four years ago.

Number of candidates interviewed at the College

<u>1950-51</u>	<u>1953-54</u>	<u>Increase</u>
384	691	79.9%

Visitors now reach a peak during the months of January through April, with an average of 100 a month.

Number of registered candidates*

<u>1951</u>	<u>1954</u>	<u>Increase</u>
419	752	79.5%

Number of registered applicants applying for scholarship*

<u>1951</u>	<u>1954</u>	<u>Increase</u>
107	226	111.2%

On the other hand, the numbers of students turning down our offer of admissions in May has likewise increased by 7.5 per cent during this same four-year period, a trend which is reflected also in the other colleges. The duplication of work caused by the fact that so many colleges are processing the records of the same students calls for a sensible solution before the really great increase in numbers of young people reach the colleges in the next few years.

A small effort to cut down on the chaos as far as it applies to our scholarship applicants was made this year by the Seven College Conference. This group of colleges compared lists of scholarship applicants and amounts to be offered, agreeing not to "outbid" one another, but to adjust scholarship offers only in accordance with the relative costs at each of the colleges. This left the choice of college where it belonged, in the hands of the scholarship winner, without undue pressure of a financial nature. The result was generally satisfactory, and at least a step in the right direction.

Respectfully submitted,

ANNIE LEIGH BROUGHTON

Dean of Freshmen and Director of Admissions

* These figures do *not* include the many Seven-College applicants and foreign students who applied for and did not win scholarships, since those two groups are not required to pay application fees.

REPORT OF THE LIBRARIAN

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the year 1953-1954:

Changes made in various rooms of the library and mentioned in the report of last year have proved satisfactory almost beyond expectation. It is gratifying to note that the Class of 1907 Writing Room (#142) which was changed into the Reference Room has been used increasingly and that the larger room (#46) used for periodicals accommodates them and the large number of periodical users very well. With the installation of the new Library Bureau cases, it was possible to shelve all books printed between 1600 and the present in the new Rare Book Room (#41) and to keep the Marjorie Walter Goodhart Mediaeval Library and all manuscripts and books issued before that date in the Class of 1912 Rare Book Room (#42). A United Nations Room was also organized during the year.

The crowded condition of the West Wing stacks noted in last year's report has been much relieved by the installation of new units of shelving on the north wall of the three levels and also by the addition of shelves to the back section of each carrel. In all about 8,000 volumes were re-shelved so that it is estimated that normal additions for the next few years can be cared for. Though the book space has been expanded, the work space continues to be a problem, both for the library staff and for the faculty. Perhaps this cannot be completely solved until space is released by the Department of Psychology.

SIZE AND GROWTH

The library's collection of completely catalogued and accessioned volumes numbers almost one-quarter million. The accession record as of 30 June 1954 was 244,822. This number includes pamphlets as well as books only since 1 July 1953 when the separate pamphlet accessioned record was discontinued. When the single accession record was started at that time the library had a collection of 17,100 pamphlets, so this figure must be added to the accession book figure (244,822) in order to ascertain an approximation of the holdings (261,922) and from this total the books withdrawn because of loss or wear must in turn be subtracted. The complete tables are listed in the appendix.

Thirty-nine new titles have been added to the periodical holdings and since several titles have been discontinued or have ceased publication, the periodicals now received number 831. A few of the new titles are: *Arts-Spectacles*, *Encounter*, *English Studies*, *Etudes anglaises*, *Hispanic-American Historical Review*, *Kant-Studien*, *Library Trends*, *London Magazine*, *Music and Letters*, the Music Library Association's "Notes," *Numismatic Chronicle*, *Serial Slants*, *Yale Law Journal*, *Zeitschrift für Celtische Philologie*. New subscriptions received by gift are: *Antiquities*, *Canadian Art*, *Federation proceedings*, *History Today*, *Newberry Library Bulletin*, *La Pie*, *Revue des Arts*.

A few outstanding purchases were: Kaftal: *Iconography of the Saints in Tuscan Painting*; *Numismatic Chronicle*, ser. 5 and 6, paid for by the Gertrude and Elizabeth Fund; *Science, medicine and history . . .*, edited by E. A. Underwood; *Reports of Cambridge anthropological expedition to Torres Straits*. For the Department of Archaeology the following important publications were bought from the Ella Riegel Fund: Botti: *Le Sculture del Museo Gregoriano Egizio*; Schmidt: *Persepolis I*; Spinazzola: *Pompeii . . .*

Gifts

A total of 1,852 volumes were given to the library, mostly by alumnae and by Friends of the Library. An alphabetical list of donors is appended and though each gift is a welcome addition it is only possible here to make mention of a few. Valued especially because it is unique is the typescript of John Galsworthy's *To Let* given by Mrs. Charles F. Griffith. Because of the author's handwritten corrections and because it is one of the three books making up *The Forsyte Saga* it is of special interest. Miss Mary E. Herr '09 gave 26 first editions of the poems of her friend and classmate at Bryn Mawr, H. D. (Hilda Doolittle '09). To this collection Mr. Norman Holmes Pearson of Yale University added *The Tribute and Circe*. First editions of William Wordsworth's *The Excursion* and *The River Duddon* were given by Mrs. W. B. Linn. Fine printing is represented by the beautiful volumes of Dante's *Divine Comedy* printed by John Henry Nash given by Mrs. Alfred L. Castle (Ethelinda Schaefer '08).

Collections of several hundred volumes came from Lady Murrie (Eleanore Boswell '27), Mrs. Harald G. Pestalozzi (Frances van Keuren '35) and Mrs. W. Logan MacCoy. Lady Murrie's collection consists of English literary and bibliographical works and those of Mrs. Pestalozzi and Mrs. MacCoy of general interest, both, however, including several early Americana. A much needed set of the works of Joseph Conrad

came from Mrs. W. Griffin Gribbel (Margaret Latta '09) along with many individual titles of standard literary works. Jean Petit's edition of the *Roman de la Rose* (1531) came from Mrs. Albert G. Clay (Lesta Ford '24) and Mrs. Robert S. Pickens (Vinton Liddell '22) gave two unusual French books, *Les Femmes Bibliophiles de France* and *Nouvelle Introduction a la Geographia . . . Kokka*, a Japanese art periodical given by Miss Anne Selleck '04, helped to fill out the library's incomplete file. Through Mr. George Zimmerman a complete set of the works of Palestrina came to enrich the music collection and many important art books came through another gift from Mrs. Jacob M. Plaut (Alice Sachs '08).

A list of outstanding gifts would not be complete without the mention of the *Monumenta Germaniae Historica Scriptores* for which the money contributed by The Friends of the Library paid a large portion. The elusive first volume of the series was given by Mrs. John D. Gordan (Phyllis Goodhart '34).

The generosity of the Friends of the Library also allowed for the purchase of the expensive facsimile of William Blake's *Jerusalem*, Hind's *Early Italian engraving . . .*, and many other books needed for daily work by faculty and students alike. This group of Friends under the able chairmanship of Mrs. Jacques L. Vauclain (Myra Elliott '08) has had another successful year and it is again a pleasure to record the unflagging interest and tangible help provided by them.

USE OF THE LIBRARY

Circulation

The number of books borrowed continues upward, a situation that is not found in all libraries these days. Indeed such was the concern of one New England library that it collected statistics to see what the prevailing tendency was—greater or less circulation of books. Bryn Mawr came out front in the greatest number of books borrowed per student. Comparing this past year with previous years shows an all time high of 45,038 volumes borrowed. Of this number 29,580 volumes were borrowed by the undergraduates. This is an average of 48.7 books per student as against an average of around 25 or less in many libraries whose statistics are available. It may be of some interest to note that a total of 1,298 volumes were borrowed by Haverford students and 1,403 by "outsiders." A further analysis of the circulation statistics shows that the greatest number of books are borrowed in April and that Literature heads the list of subjects. The number of phonograph records lent was 1,791.

Inter-library Loan

Statistics show also that there was heavy borrowing and lending through inter-library channels. Bryn Mawr lent 561 titles to 118 libraries and borrowed 726 titles from 50 libraries. In addition, a great many letters of introduction were given to registered Bryn Mawr borrowers which enabled them to use other libraries directly.

ADMINISTRATION

Funds

The increase by \$2,000, from an appropriation of \$15,000 to \$17,000, has made a considerable difference in departmental expenditures. In the light of this increase the Library Committee examined each department's allotment, noting particularly the recurring expenses for serial publications as well as the average cost of certain types of books. The generous help provided by the Friends of the Library should be mentioned here also as the increased library appropriation plus the money from the Friends and the income from endowed funds totalled over \$32,000.

It is a matter of record also that all the binding charges heretofore met by each department will, starting 1 July 1954, be assumed by the funds allotted for general needs.

Cataloguing

From Miss Jane Walker, the Head Cataloguer's report to the Library, two things especially should be noted: a reemphasis of the fact pointed up last year that ". . . the full effort of the group has been almost completely absorbed in the servicing of the immediate curriculum needs . . . without adequate attention to needed projects and revisions" The second fact is pointed up in the paragraph "As usual the figures for 'titles catalogued' should be bolstered by the addition of about 600 titles still temporarily catalogued. The number of such titles climbs constantly higher (a figure not even considered ten years ago when almost no temporary cataloguing was done) indicating how much more demand there is for 'rush' cataloguing and how greatly we have increased our effort to get the book into circulation as soon as it is known that cards will be delayed."

For the record it should be noted that the West Wing stack catalogue can be considered finished. This was started in 1942 to help the library borrowers to find books in the West Wing stacks. It only partially serves this purpose since it is a "main entry" catalogue only and there is much need for added entries chiefly of personal names. Because

of the increase in cards in the catalogue a new unit will shortly be needed.

It is satisfying to quote this from Miss Walker's report. "The Russian collection is substantially complete. Tag ends of clerical work remain, but all holdings in the three libraries are in order and master file is complete. Now attention must be turned to supplying material on the supplementary geographical areas of the satellite countries and the Far East."

Binding

The past year marked a change in the handling of departmental binding as has been recorded under *Funds*. Because in the past it had been up to the department to bind or not to bind, it was found that too frequently in order to save money for new books or periodicals, a department had discontinued the binding of some periodicals. This was a false economy when the long vision of a library's life is considered. It also seemed unfair that a department had to assume the cost of re-binding volumes originally purchased by it. It is hoped that the new arrangement will work satisfactorily and especially that it will allow for long range binding plans.

Exhibitions

The exhibitions in the Rare Book Room continued to attract a certain interested percentage of the library's users as evidenced by the signatures in the Visitor's Book as well as by their comments.

Eight exhibitions were arranged. In order they were: *Some outstanding books from Bryn Mawr's collection*; *Willa Cather* (first editions and letters lent by Elizabeth Shepley Sergeant); *Dr. A. S. W. Rosenbach, salesman-scholar* (arranged for the talk by Edwin Wolf II to the Friends of the Library); *Children's books* (based on "A Critical History of Children's Literature" edited by Cornelia L. Meigs); *Autographed letters in the library's collection*; *William Blake*; *The works of Samuel C. Chew* (with memorabilia of his years at Bryn Mawr as professor of English).

Staff

Considering the increase in the total work in the library, I feel it appropriate to mention that the library's staff has not increased. Ten years ago there were fourteen staff members and this past year in man hours approximately the same, since there were more part time workers than in the former year. Student assistants have been employed to cover many posts at certain hours and this policy has helped considerably by not making it necessary to spread a small staff too thin over a

78 hour work week and over a library building which demands three persons at the minimum to be on duty at three widely separated desks (Main, West Wing and Reserve) every time the library is open.

Changes in library staffs are frequent and Bryn Mawr is no exception. Several resignations must be recorded here. Sarah Geist, Head of Circulation and Reference, Marilyn W. Beuhler, circulation assistant, and Jane Fritz, secretary to the Librarian. Three of these have gone outside of Pennsylvania to make their homes and all the present members of the library staff wish them well. The fourth to resign was Tane Takahashi who to our great sorrow found it necessary to return to her home in Tokyo where she has accepted a position at The International Christian University.

It is with pleasure that I record that Mrs. Ethel W. Whetstone who has been a member of the library staff since 1946 will hold the position of Head of the Circulation Department.

In the light of the achievements of 1953-1954 I would like to take this opportunity to commend the diligent work of all library staff members as well as our faithful student assistants. I appreciate very greatly their support in carrying out the year's activities.

Respectfully submitted,

JANET M. AGNEW

Head Librarian

LIBRARY STATISTICS

<i>Size and Growth</i>		<i>1953-54</i>		
Total number of volumes in accession record, 30 June 1954			*244,822	
Total number of pamphlets			17,100	
Total volumes withdrawn			13,761	
Total accessioned volumes			248,161	
<i>Accessions</i>		<i>1953-54</i>	<i>1952-53</i>	
Added by purchase		2,903	3,040	
Added by gift		2,239	1,436	
Added by binding serials		898	681	
Added by exchange		41	30	
Added by replacement		94	50	
Total pamphlets added		—	308	
Total books and pamphlets added		6,175	5,545	
Total volumes withdrawn		452	342	
Net added		5,723	5,203	
<i>Classification and Cataloguing</i>		<i>1953-54</i>	<i>1952-53</i>	
Titles catalogued		3,351	3,489	
Volumes and copies added		2,339	2,113	
Volumes recatalogued		156	129	
Cards added to catalogue and shelf list		15,167	13,948	
Cards added to departmental catalogues		3,859	3,147	
Cards sent to Union catalogue		3,468	3,897	
Haverford cards copied		1,524	1,533	
Swarthmore cards copied		174	313	
Microfilms catalogued		12	0	
<i>Circulation</i>		<i>1953-54</i>	<i>1952-53</i>	
Total circulation		45,038	40,698	
Total student circulation (undergraduate and graduate)		35,485	31,199	
Average number of students (undergraduate and graduate)		755	726	
Average number books borrowed per student		47	42.9	
Total undergraduate circulation		29,580	25,570	
Average number of undergraduates		607	588	
Average number books borrowed per undergraduate ...		48.7	42.1	
Total graduate circulation		5,905	6,439	
Average number of graduate students		148	138	
Average number books borrowed per graduate		39.89	46.6	
Total faculty and staff circulation		6,852	6,834	
Outsiders (Haverford, Friends of the Library, Alumnae, Inter-library loan)		2,701	2,635	
Books on Reserve (not counted in Circulation).....		5,397	6,283	
<i>Inter-library loan</i>		<i>1953-54</i>	<i>1952-53</i>	
Titles lent		561	510	
Titles borrowed		726	621	
<i>Expenditures</i>	<i>Library</i>	<i>Income from</i>	<i>Donations</i>	<i>Total</i>
	<i>Appropriation</i>	<i>Endowed Funds</i>		
For books	\$ 9,409.56	\$5,504.82	\$3,031.64	\$17,946.02
For periodicals	5,791.46	506.46	—	6,297.92
For binding ...	3,930.91	438.63	—	4,369.54
For supplies, etc.	2,426.21	—	—	2,426.21
Grand Total..	\$21,558.14	\$6,449.91	\$3,031.64	\$31,039.69

* Includes pamphlets from 1 July 1954 but excludes pamphlets (17,100) separately accessioned before that date. Also includes the incunabula in the Marjorie Walter Goodhart Mediaeval Library.

LIST OF DONORS TO THE LIBRARY

- Manuel Alcala
 Dr. Blanche C. Allen
 Edward Allen
 *Mrs. H. I. Anderson
 (Marion Louise Carter)
 Mrs. Pauline R. Anderson
 Sidney Arnold
 Ernst Berliner
 *Mrs. Ernst Berliner
 (Frances J. Bondus)
 *Miss Eleanor A. Bliss
 Beauveau Borie
 *Miss Germaine Bree
 T. R. S. Broughton
 Donald R. Brown
 Curt Buehler
 Rhys Carpenter
 *Mrs. Alfred L. Castle
 (Ethelinda Schaefer)
 *Mrs. Samuel Claggett Chew
 (Lucy Evans)
 *Miss Charlotte I. Claffin
 *Mrs. Albert G. Clay
 (Lesta Ford)
 *Miss Claris I. Crane
 Albert C. Crehore
 *Miss Frederica deLaguna
 *Miss Meribah C. Delaphaine
 *Mrs. C. W. Drake, Jr.
 (Ellen Tan)
 Mrs. Henry S. Drinker
 Lincoln Dryden
 Jose Ferrater-Mora
 Henry Field
 *Miss Olive B. Floyd
 *Miss Mary S. Gardiner
 Felix Gilbert
 *Miss Margaret Gilman
 C. M. Goethe
 John D. Gordan
 *Mrs. John D. Gordan
 (Phyllis Goodhart)
 Ernest Gordon
 *Mrs. W. Griffin Gribbel
 (Margaret Latta)
 Mrs. Charles F. Griffith
 Irving H. Hart
 *Miss Mary E. Herr
 Erik Holtved
 Eugenio Carlos de Hostos
 Herbert P. Houghton
 Glenn Hughes
 Mrs. Roy Arthur Hunt
 Holland Hunter
 Robert W. Johnson
 Miss Hertha Kraus
 Harold Kuhn
 *Mrs. A. C. Lanza
 (Frances Frenaye)
 Mrs. W. B. Linn
 John Lobotsky
 *Miss Elma Loines
 Miss Katharine E. McBride
 Mrs. W. Logan MacCoy
 *Mrs. Frederick Manning
 (Helen Taft)
 Juan Marichal
 Mme. Blanche Mauclair
 Mario Maurin
 *Mrs. Walter C. Michels
 (Agnes K. Lake)
 Walter C. Michels
 Miss Janet Moir
 *Miss Marianne Moore

* Alumna or former student of Bryn Mawr College.

- | | |
|---|--|
| *Lady Murrie
(Eleanore Boswell)
John U. Nef | Miss Caroline Robbins
Lessing J. Rosenwald |
| *Mrs. Rudolph Neuendorffer
(Esther Sinn) | *Miss Helen Estabrook Sandison
Mrs. J. Henry Scattergood |
| *Mrs. Carroll B. Nichols
(Marjorie Bullivant) | *Miss Anne Selleck |
| *Miss Jane Oppenheimer
Mrs. Herbert B. Painter
Stanley M. Pargellis
Robert T. Patterson
Norman Holmes Pearson | *Miss Elizabeth Shepley Sergeant
*Miss Katherine E. Sheaffer
*Miss Harriet S. Sheldon
Joseph C. Sloane
Alexander C. Soper
Arthur C. Sprague
Frank Sullivan
Frederick Thon
Mrs. Charlemagne Tower |
| *Mrs. Harald G. Pestalozzi
(Frances C. van Keuren)
Harry W. Pfund | *Mrs. Jacques L. Vauclain
(Myra Elliot) |
| *Miss Rilla Phillips | *Mrs. George Vaux
(Anne G. Hawks)
George Vaux
Theodore von Laue
Edward H. Watson
Mrs. Edward Webster
Mrs. Cornelius Whetstone |
| *Mrs. Robert S. Pickens
(Vinton Liddell) | *Miss Amelia E. White
Edwin Wolf, II |
| *Mrs. Constance Wilcox Pignatelli | *Miss Mary K. Woodworth
George Zimmerman |
| *Mrs. Webster Plass
(Margaret Feurer) | |
| *Mrs. Jacob M. Plaut
(Alice Sachs)
J. Russell Price
Conyers Read | |
| *Mrs. Edwin Rhea
(Clara D. Jenkins) | |

* Alumna or former student of Bryn Mawr College.

REPORT OF THE COLLEGE PHYSICIAN

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1953-1954.

HEALTH

In general the health of the student group was good in the winter of 1953-1954. There were no epidemics and the total number of admissions to the Infirmary was lower than in the two previous years. Although the total number of admissions was lower the total number of Infirmary days was higher, the factor which raised the average daily census.

In the spring over a period of three months there were six admissions of students with a combination of symptoms and signs not previously seen. Complaints included severe headache and malaise and common findings were fever, lymphadenopathy, leukopenia and a macular rash appearing about the fourth day. Although one student had moderately severe fatigue as a sequel the illness was not serious and the average length of infirmary stay was eight days.

In some respects the illness resembled Infectious Mononucleosis or German Measles but specialists agreed that it was neither, but was probably a type of rickettsial disease. In spite of repeated blood studies done at the Virus Diagnostic Laboratory no infective agent was isolated nor identified by antibody reaction.

DISPENSARY VISITS

The figure of over 7,000 dispensary visits remains about the same for the three previous years. Recent careful records enable us to break down that figure into the following categories to assay the work done. Of the 7,227 visits,

6,144 were made by students,
690 by maids and porters, and
393 by faculty and staff.

Of this total there were 563 visits for routine medical examinations. Of these,

42 were graduate students,
122 were seniors,

81 were juniors and sophomores,
189 were freshmen and transfers,
135 were maids and porters.

These examinations are done by a team which includes the Technician, the Head Nurse and the Physician, augmented for the examinations of the freshmen and transfers by the Director of Physical Education. The maids' examinations are finished in the week before the freshmen arrive; the freshmen and transfers' examinations are done during Freshman Week and the remainder are completed by the first of November.

The total does not include the visits made by all the maids and porters to have blood samples taken for Wassermann tests, nor does it take into account the work done in connection with the routine chest X-ray on the campus population. The number X-rayed this year was 800.

No record is kept in this summary of the visits made to the psychiatrists' office. That total is in their report.

DIAGNOSES

Reference was made in last year's report to the fact that diagnoses under the heading of "Diseases of the Psychobiological Unit" were listed alphabetically. This year that has been changed so that these illnesses are classified according to the *Diagnostic and Statistical Manual of Mental Disorders* recently completed by the American Psychiatric Association. This classification includes several diagnostic headings not previously available. Among these are the terms Psychophysiologic Reaction, and Adjustment Reaction of Adolescence, both nicely descriptive of situations which bring students into the Infirmary.

This report would not be complete without mention of the constant good will and assistance of the officers of administration and of the Infirmary staff. For these I am continually grateful.

Respectfully submitted,

ELIZABETH HUMESTON, M.D.

College Physician

SUPPLEMENT TO PHYSICIAN'S REPORT

Infirmiry Report

Five-Year Summary

Year	Total Infirmiry Admissions	Total Infirmiry Days	Average Daily Census	D Total Dispensary Visits	Average Daily Number of Dispensary Patients
1949-50	546	1250	5.2	4510	18.7
1950-51	537	1269	5.3	6127	25.5
1951-52	581	1458	6.0	7182	29.9
1952-53	620	1414	5.89	7360	30.7
1953-54	551	1507	6.28	7227	30.1

Monthly Admission Summary

Semester I	September and October	November	December	January	Total
1953-54	73	67	52	61	253
Semester II	February	March	April	May and June	Total
1953-54	85	82	55	76	298

Infirmiry Diagnoses 1953-54

Diseases of the Psychobiological Unit	Semester 1	Semester 2	Total
Manic Depressive Reaction			
Depressive Type	1	1	2
Readmission	1		1
Psychophysiologic Musculoskeletal Reaction	3		3
Psychophysiologic Gastrointestinal Reaction	3	3	6
Anxiety Reaction		1	1
Readmission		1	1
Schizoid Personality		1	1
Readmission		1	1
Transient Situational Personality Disturbance		1	1
Adjustment Reaction of Adolescence	10	4	14
Readmission	4	1	5
Diseases of the Body as a Whole			
Chickenpox	1	2	3
Grippe	7	7	14
Generalized Rickettsial Infection		6	6
Readmission		1	1
Measles		1	1
Mononucleosis	5	3	8
Readmission		1	1
Allergic Reaction to Bee Sting	1		1
Anaphylactic Reaction to Food		1	1
Allergic Reaction to Drug		1	1
Exhaustion	1		1
Fatigue	29	52	81
Readmission	1	2	3
Diseases of the Skin			
Cellulitis of the forehead		1	1
Cellulitis of the legs		1	1
Cellulitis of the toes		1	1
Pityriasis		1	1
Dermatitis Venanata		1	1
Lacerations, lip and knee	1		1

Diseases of the Musculoskeletal System	Semester 1	Semester 2	Total
Fracture			
5th Metatarsal		1	1
Dislocation—Right shoulder	1		1
Readmission	1		1
Lateral Meniscus, tear of	1		1
Sprains—Right knee		1	1
Left ankle		1	1
Right foot		1	1
Contusions of scalp and shoulder Muscles		1	1
Laceration of tongue		1	1
Myositis	1	2	3
Acute Torticollis	1		1
Diseases of the Respiratory System			
Common Cold	79	68	147
Readmission	2		2
Common Cold and Dermatitis Venanata		1	1
Common Cold Myositis	1		1
Common Cold and Asthma	3		3
Chronic Rhinitis due to nasal Malformation	1		1
Acute Rhinitis		1	1
Allergic Rhinitis		2	2
Sinusitis	1	6	7
Sinusitis and Pharyngitis		2	2
Laryngitis	2		2
Laryngo-Tracheitis	2	1	3
Tracheitis	2	2	4
Bronchitis	3	1	4
Asthma	1		1
Viral Pneumonitis	7	2	9
Mixed virus and bacterial infection of respiratory and gastrointestinal tract	1		1
Diaphragmatic Pleurisy	1		1
Diseases of the Cardiovascular System			
Varicose Veins of the Leg		1	1
Diseases of the Hemic and Lymphatic System			
Cervical Adenitis		1	1
Mesenteric Adenitis		1	1
Diseases of the Digestive System			
Alveolar Abscess		2	2
Gingivitis		1	1
Pharyngitis	8	4	12
Pharyngitis due to Hemolytic Strep.		3	3
Pharyngitis and Myringitis	1		1
Tonsillitis	7	5	12
Indigestion due to dietary indiscretion	1		1
Indigestion	1		1
Gastroenteritis due to food allergy		2	2
Readmission		1	1
Gastroenteritis	23	28	51
Enteritis		2	2
Infectious Entero-Colitis	1		1
Spasm of Colon	2		2
Sub-acute Appendicitis		1	1
Acute appendicitis		3	3
Appendiceal Spasm	1		1

	Semester 1	Semester 2	Total
Diseases of the Urogenital Systems			
Cystitis	1		1
Dysmenorrhea	7	9	16
Mittelschmerz		1	1
Diseases of the Nervous System			
Concussion and Contusion of forehead	1	1	2
Cerebral Contusion	1		1
Migraine	1	1	2
Sciatic—Neuralgia due to Compression	1		1
Diseases of the Organs of Special Sense			
Otitis Media	1		1
Undiagnosed Diseases Classified by Symptoms			
Syncope		2	2
Abdominal Pain Following x-ray procedure		1	1
Constipation	1		1
Headache		3	3
Non-Diagnostic Terms for Record			
Basal Metabolic Rate Determination	4	19	23
Observation	6	10	16
Readmission	1		1
Post-Operative care after			
Facial scraping for Acne		1	1
Excision of Fibroadenoma of Breast	1		1
Incision and Drainage of Maxillary Sinus	1		1
Appendectomy		2	2
Sleeping Privilege	2	3	5

REPORT OF THE CONSULTING PSYCHIATRISTS

To the President of Bryn Mawr College

Madam:

We have the honor to present the following report for the academic year 1953-1954:

Feeling that there was a need for an increase in the availability of psychiatric consultation to the students, the services were increased by one-third beginning in the academic year 1952-1953. This increased the use of the psychiatric consultative service by over 80 per cent in that year and more than justified the increase. Again this past year there was an increase in use of the service, this time 19 per cent. Thus, the past two years have seen the use of the service more than doubled. We definitely feel that this increased usage is attributable to the increased availability of the service and not to an increase in emotional problems among the students. The available service was utilized to capacity and the coming year may indicate a need for further expansion. The following table indicates utilization of the psychiatric consultative service during the past five academic years:

<i>Five-Year Summary</i>		
	Number of Students Consulting	Number of Interviews
1949-1950.....	33	82
1950-1951.....	30	102
1951-1952.....	26	95
1952-1953.....	47	173
1953-1954.....	56	251

Our feelings over the reception of our expanded service were mixed with sorrow because of the untimely death of our friend and colleague, Dr. Wharton Sinkler. Dr. Sinkler began the academic year 1952-1953 as the new member of our staff but was forced to withdraw because of illness in early 1953. Apparently well on the road to recovery his sudden death came as a surprise and shock to all of his friends.

Our report is never complete without including mention of the various personnel of the College to whom we are indebted for unfailing support of our efforts: Dr. Humeston, the College Physician, Miss Farr, the Head Nurse, the remainder of the Infirmary staff, the Deans, the Wardens and President McBride whose confidence in us makes our work at the College possible.

Respectfully submitted,

RICHARD G. LONSDORF, M.D.

HOWARD B. SMITH, M.D.

Consulting Psychiatrists to the College

REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the year 1953-1954:

The year found little change in offerings of the Department. The services of Miss Constance M. K. Applebee for Hockey provided an interesting opportunity to undergraduates to profit from Miss Applebee's vast knowledge and experience in teaching the sport which she introduced to the United States and to Bryn Mawr College. Another event of interest was the conference held on the campus April 16, 17, 18 by the National Association for Physical Education of College Women.

A situation confronting the Department is that of adjusting student preference of sport activity to available facilities. The strong preference for individual sports, particularly tennis and badminton, presents a serious scheduling problem. The maximum number of 32 in a tennis class is limited by eight courts; the maximum number in a badminton class is twelve, limited by three courts. Although team sports can accommodate larger numbers, those who are interested in a group activity are not free at the same time, other than the 4-6 p.m. hour. Data from class registration for the year 1953-1954 indicates that 38 per cent of the students were accommodated in class hours from 9 a.m. to 4 p.m. and 44 per cent from 4 p.m. to 6.15 p.m. Classes which some years ago were successfully scheduled in the evening are no longer desirable because of the wide interest in the many campus extra-curricular activities. This entire scheduling problem of the Department is many sided, involving facilities, teaching staff, preference for individual sports, and inability to schedule team sports during the morning or early afternoon hours.

The elective activities for juniors and seniors are limited by this problem of scheduling, and fewer and fewer upperclassmen can participate regularly in the sports program. Graduate students requesting the use of the gymnasium can be offered very few periods during the week when classes are not scheduled, and these periods are as undesirable to graduate as to undergraduate students.

A reorganization of the schedule for Body Mechanics classes proved to be one satisfactory change. Instead of classes meeting once a week over a long period of time, the Body Mechanics was concentrated into

several weeks of three periods each during part of the winter term. Thus the freshmen sports classes could meet three times a week during the remainder of the winter season and all of the fall and spring seasons. Better teaching was possible because of the more frequent class meetings in Body Mechanics and other physical education activities and results were correspondingly gratifying.

Respectfully submitted,

IRENE A. CLAYTON

Director of Physical Education

REPORT OF THE DIRECTOR OF HALLS AND THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

To the President of Bryn Mawr College

Madam:

We have the honor to present the following report for the year 1953-1954.

By the middle of the summer it was apparent that the College enrollment was in excess of the budgeted figure and that space for additional students would be needed unless there were a number of late withdrawals. Both permanent and temporary arrangements were made. Two suites in Pembroke East were converted into single rooms and a room was added at the end of a corridor in Denbigh, providing rooms permanently for three additional students. Temporary arrangements consisted in doubling large rooms and in using some small sitting rooms as bedrooms. Four students were housed "off campus" with the Director of Admissions and the Director of Halls. These four students were able to move into the halls of residence in the second semester.

In building alterations and improvements no change was more dear to the hearts of the students than the change to A.C. current in Merion, Radnor, Denbigh, Rhoads and Taylor. Now the only halls remaining on D.C. current are Rockefeller, Wyndham and Pembroke East.

In Low Buildings, the College made a very satisfactory apartment from four small rather unsatisfactory single rooms.

Other changes were in the nature of repairs. These included a new roof for the Power House with the slate from the old one thriftily used to reroof the psychology laboratory.

Each year the College makes changes which increase its safety in case of fire. This year smoke barriers were installed in Wyndham.

East House, which has been rented by the College at various times, has now been purchased and become College property. It was used for classrooms and offices, but the hope is that in another year it will be used as a language house.

The increase in the number of students mentioned earlier was accompanied by a decrease in maids. To meet the shortage, student waitresses were used in part in Denbigh. Students take one meal a day and serve every other week. They have liked the schedules and the jobs have been popular, although there are some difficulties in getting

through the work in time for 9:00 o'clock and 2:00 o'clock classes. The College has liked the waitresses.

We wish to thank the members of the College Staff for their assistance and cooperation throughout the year.

Respectfully submitted,

CHARLOTTE B. HOWE

Director of Halls

HORACE T. SMEDLEY

Superintendent of Buildings and Grounds

REPORT OF THE DIRECTOR OF THE CHILD STUDY INSTITUTE

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1953-1954:

The past year has brought two gratifying developments in the program of the Institute. Both have long been contemplated. The first of these was the offering of an in-service seminar for a group of teachers in the Lower Merion Township schools, beginning in mid-October. A class of thirty-five teachers from the schools met once a week for a six-week period at West House to consider the emotional aspects of the child's school experience. Dr. James Delano, psychiatrist on the Institute staff, served as discussion leader and specialist consultant. At each session a member of the group presented case material drawn from his or her teaching load and the teachers, who had previously studied the material, were ready to discuss it. Through their work together the group seemed to move toward greater understanding of the meaning and purpose of troublesome behavior and attitudes, which might before have been simply labeled as inattention, unwillingness to share, clowning, surliness, attention demanding, aggressiveness, laziness, nervousness. How one kind of symptom may represent one set of needs and desires in one child and be in another child the expression of a quite different constellation of needs and desires was one of the important principles arrived at by the seminar. The discussion emphasized, too, the fact of the complexity and subtlety of the child's ways of dealing with school experience and the need for teachers to understand and accept even while they confidently direct and limit.

The almost perfect attendance record of the thirty-five registrants gives a clue as to how eagerly teachers are seeking to increase their awareness and to discipline and sharpen their skills in dealing with emotional factors in the school situation. It has been gratifying to us to have the teachers coming to West House, for through their contact with the physical facilities of the Institute and with the various members of the staff they come, we believe, to a clearer knowledge of the resource the school administration makes available to them in the Child Study Institute.

The second new undertaking was the launching on a small scale of a remedial reading program for children. For some time we have offered this service to Bryn Mawr College students, but limitations of staff have necessitated our referring children elsewhere for remedial teaching. In September Mrs. Constance Grant, who received her specialized training at the University of Pennsylvania, joined the staff for part-time. Her work is with children who, though bright, have been unable to master the intricacies of learning to read with the accuracy and rapidity appropriate to their age and school level. She has carried a limited number of cases throughout the year and attended the weekly staff meetings. We feel that Mrs. Grant, because of her warm way of relating to children and her skill in dealing with stubborn learning problems, has added an important and much needed dimension to the Institute service. We hope to extend the reading program in the coming year.

Mrs. Catherine Hewlett, psychologist, came to the staff to replace Miss Clara Myers who had resigned to take another position. Her excellent qualifications made her immediately a valued colleague and it was with great regret that we accepted her resignation for health reasons at the close of the year. The rest of the staff continued as before. The year has brought increasingly the satisfaction of a strengthened and consolidated sense of a smoothly working team—a team to which each member, within his or her own specialization, makes a unique and individual contribution. We had again in field placement a second-year student from the Department of Social Economy. The presence of this student is a continuing source of stimulation since all staff members are encouraged to feel some responsibility for making the year a valuable learning experience for the student. The formal commitment of staff time for her supervision has, as usual, required approximately three to three and a half hours a week. This includes the study of her records and the weekly conference time.

The year, like all those before it, has brought an unbroken succession of demanding and interesting cases. It has been marked by a continuation of the trend, begun some time ago, for the case load to shift from an emphasis on diagnosis of mental deficiency to an emphasis upon the amelioration of emotionally toned problems of adjustment and learning. As is to be expected in a school connected clinic—or in any clinic dealing largely with children—the occasion for referral has most often been a difficulty with learning school lessons. However, more frequently now than formerly, parents and teachers are aware when they come to us for help that the mastery of school tasks is inextricably

enmeshed with the child's feelings about the task, about himself as learner and about his parents and teachers as protectors and guides. It is interesting and sometimes amusing to see how early in treatment children themselves can recognize with counselor or psychiatrist that the crucial problem is that of the attitude they bring to learning. Sometimes their insight concerning this fact is expressed symbolically with play materials, sometimes it is frankly verbalized. In any case this growing sophistication of our public means that time which once had to be spent upon convincing ourselves and other adults of this fundamental truth can now be spent in dealing with the underlying difficulty. At the same time it poses a challenge to staff to grow in order to be able to meet the needs of children and parents at a new and more profound level.

Respectfully submitted,

RACHEL DUNAWAY COX

Director of the Child Study Institute

Child Study Institute Case Load 1953-1954

PSYCHOLOGICAL EVALUATION PROGRAM

PSYCHOLOGICAL TESTING

Children referred by:

Public Schools	248
Private Schools	8
Social Agencies	18
Families	14
Physicians	4

296

Children tested by students 55

Total number of children tested 347

Conferences Related to Psychological Testing:

Conferences with parents	116
Conferences with teachers	93
Conferences with school administrators, nurses and secondary school counselors	17
Conferences with clients	10
Conferences with social workers in community agencies	9
Conferences with physicians	6
Conferences with probation officers	2

253

Total number of counseling interviews 253

COUNSELING PROGRAM

SCHOOL COUNSELING

Children receiving school counseling 101

Number of interviews with children 1466

Number of interviews with parents 208

Number of interviews with school personnel 673

Total number of interviews 2347

PSYCHIATRIC COUNSELING

Number of children 17

Number of interviews with children 230

Number of interviews with parents 256

Total number of interviews 486

College Students

Referred by college physician 2

Referred by deans 16

Referred by self 10

Total number of college students 28

Total number of interviews 64

REMEDIAL READING

Number of pupils 7

Number of lessons 223

SUPERVISORY CONFERENCES WITH INSTITUTE STAFF

Number of conferences 220

**REPORT OF THE CHAIRMAN OF THE COMMITTEE ON
THE MADGE MILLER RESEARCH FUND**

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1953-1954:

The Committee made eight grants last year as follows:

Grant 155—Dr. Frances Berliner— <i>Chemicals and equipment</i>	\$50.00
Grant 156—Dr. Richard Bernheimer— <i>Photographs</i>	100.00
Grant 157—Dr. Arthur Dudden— <i>Letters and reproductions</i>	50.00
Grant 158—Mr. José Ferrater Mora— <i>Translation</i>	200.00
Grant 159—Dr. Jane Oppenheimer— <i>Preparation of photomicro-</i> <i>graphs</i>	60.00
Grant 160—Dr. Arthur C. Sprague— <i>Secretarial assistance and</i> <i>photographs</i>	13.50
Grant 161—Dr. George Zimmerman and Miss Edith Lanman— <i>Chemicals</i>	50.00
Grant 162—Miss Laurence Stapleton— <i>Contoura reproductions</i> ..	50.00
Total	\$573.50

Respectfully submitted,

ELEANOR A. BLISS
Chairman of the Committee

REPORT OF THE DIRECTOR OF THE BUREAU OF RECOMMENDATIONS

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1953-1954:

Except for two innovations, the work of the Bureau went on more or less as usual in 1953-1954. There was no great change in the number and kind of positions coming in. Fewer recruiting representatives came to the campus but, in all but one case, the representatives who did not return had not, on their former visits, found Bryn Mawr students sufficiently interested in the positions they were offering. Only one company cancelled its visit because of cut-backs and it wrote in the summer to make arrangements for the coming year. Representatives came from industrial companies, government agencies, the armed forces, summer camps, welfare agencies, insurance companies, department stores, the Metropolitan Museum, programs such as the Radcliffe Management Training, the Yale, Harvard and Winnetka teacher-training.

The first innovation was a job summary made out for the sophomores and sent to them after they went home in June. It was not so much the résumé of actual jobs, which is sent annually to the seniors, as an outline of what they might expect as a first job, what experience they could get along their college way, what further training would be useful, with only a couple of examples under each heading of actual jobs received during the year.

The second innovation was a reading room in the third floor of Taylor in the space recently vacated by the mimeograph machines when they were moved to the cellar. Partly from unexpended funds of the 1953-1954 budget and partly from alumnae gifts, the Bureau was able to buy some furniture and to provide reading space for two students. It is a good start, and a welcome one, toward filling a long-felt want.

The vocational meetings arranged for the students were unusually well attended, thanks to the work of an unusually active student Vocational Committee. They included speakers on teaching, publishing and advertising, jobs abroad, personnel and public relations. After the large teachers' meeting held in January, three other speakers came to the College to discuss teacher training programs, and had audiences of respectable size all three times, indicating a gratifying increase in interest.

Sixteen of last year's class of 119 are teaching in schools or colleges this autumn, or taking work in training programs. This compares with twelve out of 125 in 1953. There was also an increasing interest in social welfare with four of 1954 in welfare agencies this autumn compared with none in 1953.

Travel on the part of the Bureau included attendance at the *Mademoiselle* Work Shop, and meetings of the Eastern College Personnel Officers, the National Association of Principals of Girls' Schools, the Alumnae Advisory Center in New York, the personnel officers of the Seven Women's Colleges, and two conferences on social work, one at Drexel and one at Cedar Crest. The Bureau continues as an active member of the Teacher Recruitment Committee of the National Association.

The Bureau was unfortunate enough to lose Phyllis Sullivan who had dealt for four years with student jobs and had provided a continuity in the position which it had never had before. She was excellent in every way and we shall continue to miss her for a long time. Always obliging, always pleasant, always efficient, she was a good friend to both employers and students, resourceful in her suggestions and ready to help with all sorts of job problems. The cold statistics of nearly 1700 babysits directly filled and 444 other odd jobs during the year, to say nothing of the unknown number of summer jobs, give only a faint idea of the activity of her office. Her place is being ably filled by Kathleen Compton, also a Smith College graduate.

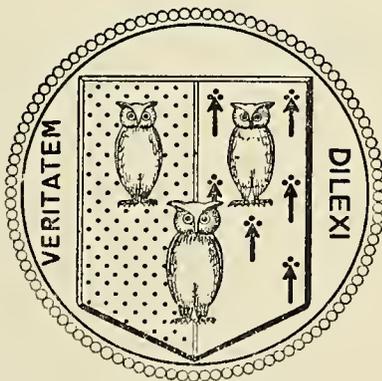
Respectfully submitted,

LOUISE F. H. CRENSHAW

Director of the Bureau of Recommendations

Bryn Mawr College Calendar

REPORT OF THE PRESIDENT
TO THE BOARD OF DIRECTORS
FOR THE YEAR OF 1955-1956



Bryn Mawr, Pennsylvania

BRYN MAWR COLLEGE CALENDAR

Volume L

December 1956

Number 1

Published December, July, August and November
by Bryn Mawr College, Bryn Mawr, Pennsylvania

*Entered as second-class matter, May 28, 1940 at the post office, Bryn Mawr,
Pennsylvania, under Act of August 24, 1912*

CONTENTS

	PAGE
REPORT OF THE PRESIDENT OF THE COLLEGE	5
SUPPLEMENT I, CHANGES IN THE ACADEMIC STAFF	15
SUPPLEMENT II, FACULTY AND STAFF PUBLICATIONS	17
SUPPLEMENT III, OFFICIAL PUBLICATIONS, 1955-1956	23
SUPPLEMENT IV, GIFTS RECEIVED, 1955-1956	24
REPORT OF THE DEAN OF THE COLLEGE	25
SUPPLEMENT, STATISTICS OF UNDERGRADUATE STUDENTS	29
REPORT OF THE DEAN OF THE GRADUATE SCHOOL	32
SUPPLEMENT, STATISTICS OF THE GRADUATE SCHOOL	35
REPORT OF THE DEAN OF FRESHMEN AND DIRECTOR OF ADMISSIONS ...	37
REPORT OF THE LIBRARIAN	39
LIST OF DONORS TO THE LIBRARY	45
REPORT OF THE COLLEGE PHYSICIAN	47
SUPPLEMENT, INFIRMARY REPORT	49
REPORT OF THE CONSULTING PSYCHIATRISTS	51
REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION	53
REPORT OF THE DIRECTOR OF HALLS AND THE SUPERINTENDENT OF BUILDINGS AND GROUNDS	56
REPORT OF THE ACTING DIRECTOR OF THE CHILD STUDY INSTITUTE ...	58
REPORT OF THE MADGE MILLER RESEARCH FUND	61
REPORT OF THE DIRECTOR OF THE BUREAU OF RECOMMENDATIONS ...	62

Report of the President of the College

To the Directors of Bryn Mawr College

As President of the College I have the honor to submit the following report together with the reports of other officers:

Charles J. Rhoads' death on January 2, 1956 brought to an end a long and happy association of the Rhoads family and the College. Dr. James E. Rhoads, his father, was one of the Friends active in the early 1880's when the plans for the College were so carefully developed. The meeting of the Executive Committee of the Trustees in March 1884 records his appointment as President, to take effect immediately. Dr. Rhoads' daughter, Anna Rhoads Ladd, was a member of the first class. His son, Charles J. Rhoads, a member of the class of 1893 at Haverford, became a Trustee of Bryn Mawr in 1907. The year 1955-1956 was the fiftieth year of Charles Rhoads' service as a Trustee and his twentieth year as President of the Trustees and Chairman of the Board of Directors. Lillie Frishmuth Rhoads, whom he married in 1912, took an increasing interest in the College as her husband's part in its work grew and she became its most friendly and challenging visitor.

The wise leadership of Dr. James E. Rhoads in the early days of the College is reconstructed by Cornelia Meigs in her history of Bryn Mawr, the book completed just before Charles Rhoads' death.¹ Mr. Rhoads was greatly pleased to have this part of the record presented with such understanding, though he was troubled that Miss Meigs was not more moderate in her estimate of his own work for Bryn Mawr.

Neither Miss Meigs nor any other member of the present College who knew Charles Rhoads could fail to see the importance of his work. He had for many years been able to help meet each new question that arose at Bryn Mawr, drawing on his knowledge of the College and his wide range of experience in finance and in public affairs. He worked quietly, so that few people knew how great was his own part. When some difficult objective had been achieved, however, and finally a new success was well-established, Charles and Lillie Rhoads both let others share their pleasure in it, and almost always from the excitement of one achievement came new questions and new ideas and still another possibility for Bryn Mawr.

¹ *What Makes a College*, A History of Bryn Mawr. Macmillan, 1956.

As Chairman of the Board, Charles Rhoads established a relationship to the College which was remarkably constructive and quite characteristic of his own nature. Devoted to Bryn Mawr and at any necessary point ready to defend it, he was also able to stand apart in order to take a more objective and critical view. This ability to detach himself from the question at hand, looking at it from several points of view, was in Charles Rhoads coupled with a quick and penetrating mind and an invariable search for the justice in the matter, the fair plan, or as he often put it, the equity.

Recognizing these qualities and coming to take them for granted, the members of the College had complete confidence in Mr. Rhoads, and their respect for him strengthened the fortunate relationship that had for many years existed between the Board and the Faculty.

Mr. Rhoads gave the College a firm basis for work in times that are setting higher and higher values on education. Sensitive to these changes, he understood that the responsibilities of the College would be correspondingly greater. He was concerned about its particular work, its growth and its financing.

Mr. Rhoads and Mrs. Rhoads together left Bryn Mawr a great bequest, Ithan Mill Farm and about \$2,000,000 of their estate. Their provision for the College is a sharp reminder of their confidence in Bryn Mawr. Increased financial support was badly needed, as they well knew, and Mr. Rhoads in the last years of his life took some pleasure in the knowledge that the gift he and his wife had planned would ease the financial difficulties of the College. But as always, his chief interests were in the new and greater responsibilities which he saw before the College.

He was working to estimate and re-estimate these in the last month of his life. The news of the magnificent Ford Grant for salaries had just been received. Under discussion was the possibility of increasing the work and so, inevitably, the cost of the Graduate School. The Committee on the Size of the College had presented at the December meeting of the Board the main outlines of its report. Underlying consideration of each of these particular questions was the fundamental question of insuring high standards for all the work of the College, and the highest possible standards were for Mr. Rhoads always the first and the final test.

This report for 1955-1956 is written in tribute to him and with some of his questions in mind. They represent the major concerns of a series of critical years.

HIGHER FACULTY SALARIES

For the first time in 1955-1956 the necessity of raising faculty salaries received widespread public support on a country-wide basis. Interest was aroused by new awareness of the shortage of highly qualified personnel, especially teachers, and by the tremendous increase in numbers of students. Graduates of the colleges often thought of the problem in concrete terms, recognizing the inadequate salaries of particular professors or in particular departments. Business and industry took a hand both in making clear the necessity for raising salaries and in producing some of the new funds that would pay them. Then in December 1955, the Ford Foundation made its dramatic gift of \$210,000,000 to all the accredited, independent colleges and universities granting degrees in the liberal arts.

The momentous gift represented an increase of perhaps four per cent in salaries, but it represented a great deal more in terms of making the public aware of the need for higher salaries. New and broader support rallied to the aid of the colleges, and although for colleges generally its extent is unknown, the fact of greater support is clear.

For Bryn Mawr, the Ford Grant was announced in the amount of \$594,300, to be paid over two years. The alumnae within a week created the plan of matching the interest on the grant. By the end of the year they had indeed matched the interest, and thus made possible an increase in the salary budget of twice the amount that the Ford grant alone insured. This is an ambitious plan for the Alumnae Fund, for salary commitments on the college budget are to a considerable extent continuing commitments. With the urgency of the need for higher salaries, however, the Board of Directors had no hesitation in building the annual gift into the budget and so counting on continuing help through the Alumnae Fund.

The Ford Foundation Grant to Bryn Mawr included a grant on the same basis as those to all colleges and then in addition one of the 126 Accomplishment Grants. These accomplishment grants were given to the colleges which have "made outstanding effort since World War II to raise the economic level of their teachers, and to recognize the central importance of the faculty in the educational process."

Bryn Mawr salaries had increased from a median of \$4,050 in 1946-1947 to \$6,200 in 1954-1955. The year 1946-1947 was the first year of the campaign for faculty salaries, when with the leadership of Caroline McCormick Slade the alumnae raised \$2,000,000 and established the

first salary increase after the 1920's. The additional Accomplishment Grant is then largely the result of the fortunate work undertaken by alumnae just after the War.

Further increases in salaries have been made in each of the five recent years. In January 1956, after the Ford Grant and the new plan for the Alumnae Fund, the Board voted a new two-year program of salary increases to take effect in 1956-1957 and 1957-1958. These new increases make the percentage increases in salaries over a ten-year period very satisfactory, but so low was the base in 1946-1947 that the levels for all faculty ranks are still low and the first task of the College is still to press for means to make further increases.

MANPOWER AND SCHOLARSHIP

Colleges, universities and some of the foundations and government agencies in 1955-1956 increased their efforts to find ways of meeting the shortage of teachers and other highly qualified personnel. The great need and the short supply now indicated the dimensions of a major crisis.

The great need in many fields and particularly in the sciences tended to throw the emphasis on short-term training programs. Some of these gave promise of serving their purpose well. The crisis in its magnitude and complexity clearly required long-term planning, however, and planning that would from the beginning necessitate a series of difficult balances.

With supply so short the search would naturally be for numbers, and yet it was again and again recognized that high quality was an indispensable criterion. With supply so short the search would be concentrated in the fields of most critical shortage, and yet from the long-term point of view it was evident that research and graduate work of high calibre should be encouraged all across the board.

Full employment and concern with these areas of critical shortage seemed likely to make increasingly difficult another balance in graduate education. The graduate schools must be and are the source of many of the most needed personnel, and yet too great preoccupation with "supply" would tend to narrow graduate education to the preparation for a job. The hazard is essentially the hazard of too great emphasis on known objectives. It has nothing to do with the level of the job, but is rather the accumulation of many specific and urgent demands which together may make the present-day scholar see "the pursuit of

knowledge" in more limited terms than did his predecessors. The extended range in the physical world is clear to those who read about jet planes and to those who ride in them, but far more difficult to judge is the range of scholarship, whether in science or in philosophy. The evident fact is that the institutions concerned with research and particularly the graduate schools of arts and sciences will have to take all measures that might extend scholarly work all along the line. This means deliberately counteracting the pressures of immediate objectives by aiding the talented scholar to pursue his own bent, take the long chance or the unlikely approach, and in effect by trying to keep before all scholars "the endless frontier."

THE GRADUATE SCHOOL

The critical needs, both for manpower and for research, focussed attention on the present and future potential of the Graduate School. Most departments support larger enrolments for the long-term as well as for the present. Many departments are interested in increasing the range of the work offered. Plans and possibilities were reviewed in 1955-1956 both through discussion in the Graduate Committee and through information obtained in the study of the size of the College.

So important is graduate education "of a high order," to use Dr. Joseph W. Taylor's phrase, that we undertook an immediate increase in enrolment in response to the increase in applications which Dean Bliss notes in her report. It would be fair to say that, instead of proceeding in the more usual order, we increased the size of the Graduate School in 1955-1956 and then began to push the long-term plans that would mean adequate provision for the increase.

Immediate action was possible because several donors made available additional funds for scholarships and fellowships. Then with larger enrolments members of the Faculty undertook extra work, adding to schedules which were in many cases already heavy. Beyond the stated seminars, for example, there were given in 1955-1956 fifty-one "supervised units" for individual graduate students.

Long-term planning shows the need for additions to the Faculty. In certain fields new work should be offered to increase the range in the Graduate School. In certain fields seminars should be offered each year instead of every two or three years. Both changes would reduce the number of supervised units now offered, and make more valuable the time spent by the professor. Work with individual graduate students

would of course remain a major interest of the Faculty, but with small seminars given more regularly the occasions for the individual supervised unit should be fewer in number.

Increases in enrolment in both the Graduate School and the College would maintain or perhaps even increase the present high ratio of graduate to undergraduate students. Although variations among departments are great and an average is consequently deceptive, the figure of one to four should be kept in mind. It underscores the importance of finding faculty members competent from their first appointment to direct graduate as well as undergraduate work.

As important as the matter of faculty appointments, in some departments, is the extremely serious limitation of space and facilities. Graduate education and research in the sciences and also in Social Economy face great obstacles, not only in future plans but in present day-to-day work. So crowded is the Library that other departments too are seriously handicapped, and it is evident that any adequate provision for graduate students or for faculty depends on new buildings.

A LARGER COLLEGE

Study undertaken in 1954 and carried out on a broad basis through 1955 led the Faculty to recommend and the Board to vote enlarging the size of the College. Dean Marshall reports briefly the comprehensive study which she and the faculty members of the joint Board-Faculty Committee made. On the basis of this study the Board voted an increase of ten per cent in the size of the College. No action was taken on the size of the Graduate School, for which no specific limit of enrolment has been set. The widespread interest in larger graduate enrolments which has already been discussed was, however, evident in this study.

Dean Marshall's report makes clear one of the central facts of the study. That is the present crowding in some of the classes and in nearly all of the buildings. Several departments now have more students than they can provide for as they would wish. The two new buildings for the sciences are required for present enrolments and programs. The space to be released in the Library and in Dalton as these units are built is needed now. The key to satisfactory planning would then seem to be to allow for the moderate increase in numbers in ways that would help meet existing problems. The increase is not, in other words, a simple addition to existing desks and beds, but a precipitating factor

that hastens some much-needed improvements both in the academic program and in physical facilities.

Neither the Faculty nor the Board set the date for this expansion. In terms of present crowding it is urgent. It is no less urgent in terms of the rising number of students applying for Bryn Mawr. The time schedule should be accelerated as much as possible, and that means securing the necessary capital funds as quickly as possible.

GIFTS TO THE COLLEGE

Gifts which came to the College in 1955-1956 included Ithan Mill Farm and \$500,000 from the great legacy of more than \$2,000,000 left by Mr. and Mrs. Rhoads. Mr. and Mrs. Rhoads made no restrictions whatsoever on this gift. The first distribution was set up as a fund in their names, the income to be used for the general purposes of the College.

Encouraging progress on the building fund for Biology, Physics and Mathematics was made at Commencement time. The Class of 1906 in the largest Fiftieth Anniversary gift ever made to Bryn Mawr turned over more than \$50,000 to establish a laboratory for studies of growth and development. Mrs. Alfred B. Maclay, Miss Adelaide W. Neall, Mrs. Ward Canaday, Miss Ethel Pew and Miss Maria W. Smith had planned for the fund for more than a year and are to be congratulated as are all members of 1906 on its success.

Another first at Commencement was the largest gift made on a Twenty-Fifth Reunion, when Miss Elizabeth Baer of the Class of 1931 turned over \$10,500 to the building fund, with the Class matching Mrs. Edwin Rhea's gift.

Still another was the first large gift from industry to the capital funds of the College. General Sarnoff on Commencement morning sent a gift of \$25,000 to the building fund from the Radio Corporation of America "in particular recognition of the contribution your college is making in providing advanced training for women in the physical sciences."

A new group established in 1955-1956 helps to meet the serious need of the College for more support for music. The Friends of Music under the chairmanship of Mrs. Yarnall Jacobs and Mrs. James A. Sutton brought together people interested in extending the opportunities in this field. A program of two "workshops" was developed, opened to students and to the Friends of Music and supported by contributions of \$3,526.

The Friends of the Library under the chairmanship of Mrs. Ernest Savage had an excellent year. As noted in Miss Agnew's report contributions added to the collections in the Library and supplemented the still inadequate Library budget. The sum of \$5,441 was raised during the year.

The Parents' Committee under the chairmanship of Mr. Lewis N. Lukens turned over a record gift of \$20,703 to the general budget of the College. This substantial aid from parents of Bryn Mawr students, past and present, is a critical factor in the budget.

The Alumnae Fund, with its new goal based on the concept of matching the income on the Ford Grant, has been recorded as one of the sources of the salary increases made for 1956-1957. The amount of \$23,000, to match the income on the Ford Grant, was raised and turned over to the College in June 1956 by the absolutely untiring chairman of the Alumnae Fund, Mrs. Karel van Zonneveld. This brought the total of the Alumnae Fund to \$111,111, an increase of more than 80 per cent over the past year.

The Pennsylvania Foundation for Independent Colleges this year received broader and most encouraging support from business and industry. Bryn Mawr's share of the total gifts of \$308,296 was \$6,676.

A bequest to Bryn Mawr that will not be received until 1956-1957 is of such interest that it should be noted with appreciation in this report. Mrs. Marguerite Farley of Bryn Mawr, who had at one time thought of attending the College, became interested in Bryn Mawr again through Adelaide Neall, Class of 1906 and recently a member of the Board of Directors. Having lived abroad much of her life, Mrs. Farley was especially interested in the foreign students at Bryn Mawr, their opportunity in the College and their contribution to the College. No endowed funds had ever been available for them, however. The difficulty of providing adequate scholarships was then great and might in future years have become insuperable. Mrs. Farley's interest means continuing and even greater opportunity for foreign students, for she left a large part of her estate, perhaps \$300,000, to endow scholarships with preference to foreign students.

These and many other gifts which bring new support to Bryn Mawr come at an important time. The College is meeting large and extending responsibilities. It is fortunate to have new resources and it is particularly fortunate to have working so extensively on its resources Eleanor Marquand Delanoy, 1919, and Phyllis Goodhart Gordan, 1935.

THE BUDGET IN BALANCE

The salary increases of 1955-1956 and certain other increased expenditures were made possible in part by an increase in fees for students, effective in 1955-1956. Tuition for undergraduates was raised from \$700 to \$850 and the residence charge was raised \$50. Tuition for graduate students was raised \$100.

Increased gifts also helped to meet the higher estimated budget. As recounted above, the Parents' Annual Fund of \$20,703 was particularly appreciated in a year in which fees too had been raised.

When the books were closed at the end of the year, \$25,152 was used to pay for earlier repairs to West House and East House and the final figure was a net operating surplus of \$2,108.96. There was not much margin here, but the budget at least was in balance. The members of the College are most grateful to the donors on the one hand and on the other to the Finance Committee of the Board of Directors.

THE BOARD REORGANIZED

One of the greatest tributes to Mr. Rhoads and to the College too has been the reorganization in the Board since his death. Mr. Thomas Raeburn White, who joined the Board in 1907 as Mr. Rhoads did, has added to his many services to the College a new assignment as President of the Trustees. Dr. Henry J. Cadbury has become Chairman of the Board. Mr. J. Edgar Rhoads is Chairman of the Executive Committee as well as of the Committee on Buildings and Grounds. Mrs. Douglas Delanoy has become Chairman of the Resources Committee. Mr. John S. Price, III has been appointed Vice-Chairman of the Committee on Buildings and Grounds.

The Finance Committee under the Chairmanship of John E. Forsythe, Treasurer, has had a most critical and time-consuming task in reviewing the portfolio of the College and making the necessary decisions both about new funds and about the budget of the College. Especially heavy has been the work for Mr. Forsythe, Mrs. Russell K. Jones and Mr. Allen McKay Terrell.

Three new members joined the Board during the year: Mr. Price, Mr. Terrell and Mr. Amos Jenkins Peaslee. Special gratitude to these and other members of the Board who have come forward to take new responsibility reminds one that the most severe manpower shortage of all must be that of able and committed Board members, ready to turn

their time to the progress of the enterprise. Bryn Mawr has had and continues to have the strength which can be given only by such board members, and everyone in the College is indebted to them.

PROFESSOR HATHWAY'S DEATH

The sudden death in December of Professor Marion Hathway cut short a career of outstanding contributions to her field. Dr. Hathway was one of the leaders in social casework and education for social casework. A Ph.D. from the University of Chicago, she had come to Bryn Mawr in 1951 after many years' experience as professor and writer. At Bryn Mawr she strengthened and extended the work of the Department of Social Economy and contributed to the work of the Faculty as a whole. Her independence of mind, the wide range of her activities and her courageous loyalty to her ideals and to the institution won her the respect and admiration of students and colleagues alike.

In closing this report my thanks go also to the members of the Faculty and Staff who have made this a good year despite the sad losses the College has suffered.

It has been such a busy year that I feel particularly grateful to all those who helped when I did get work done and were patient when I didn't and most often to Margaret T. Paul and Katharine Whelihan.

Respectfully submitted,

KATHARINE E. McBRIDE
President of the College

SUPPLEMENT TO THE PRESIDENT'S REPORT

I

Changes in the Academic Staff of Bryn Mawr College October 1, 1955 to September 30, 1956

Leaves, 1955-1956

- RICHARD BERNHEIMER, PH.D., Professor of History of Art, on joint appointment with Haverford College, on sabbatical leave, Semester I, and on leave of absence, Semester II
- L. JOE BERRY, PH.D., Professor of Biology, on sabbatical leave
- RACHEL DUNAWAY COX, PH.D., Professor of Education and Psychology and Director of the Child Study Institute, on sabbatical leave
- FREDERICA DE LAGUNA, PH.D., Professor of Anthropology, on sabbatical leave, Semester I
- JOSÉ FERRATER MORA, *Licenciado en Filosofía*, Professor of Spanish and Philosophy, on sabbatical leave
- MÁRY SUMMERFIELD GARDINER, PH.D., Professor of Biology, on partial sabbatical leave, Semester I, and on sabbatical leave, Semester II
- FELIX GILBERT, PH.D., Professor of History, on leave of absence, Semester II
- BERTHE MARTI, PH.D., Professor of Latin, on leave of absence
- FRITZ MEZGER, PH.D., Professor of German, on sabbatical leave, Semester II
- K. LAURENCE STAPLETON, A.B., Professor of English and Political Theory, on sabbatical leave, Semester II
- MARY ZENDER, M.S.S., Associate Professor of Social Economy, on sabbatical leave.
- JOE KENNEDY ADAMS, PH.D., Assistant Professor of Psychology, on sabbatical leave
- FRANCES BONDHUS BERLINER, PH.D., Assistant Professor of Chemistry, on partial leave of absence, Semester I

Promotions, 1955-1956

- RACHEL DUNAWAY COX, PH.D., to Professor of Education and Psychology
- FREDERICA DE LAGUNA, PH.D., to Professor of Sociology and Anthropology
- JOSÉ FERRATER MORA, *Licenciado en Filosofía*, to Professor of Spanish and Philosophy
- MYRA RICHARDS JESSEN, PH.D., to Professor of German
- MARGUERITE LEHR, PH.D., to Professor of Mathematics
- GEDDES MACGREGOR, *D.ès L.*, D.Phil., B.D., LL.B., F.R.S.L., to Professor of Philosophy and Religion
- AGNES KIRSOPP LAKE MICHELS, PH.D., to Professor of Latin
- PETER BACHRACH, PH.D., to Associate Professor of Political Science
- FRANCES DEGRAAFF, PH.D., on joint appointment with Haverford College, to Associate Professor of Russian
- GERTRUDE C. K. LEIGHTON, LL.B., to Associate Professor of Political Science
- JOHN ROBERT PRUETT, PH.D., to Associate Professor of Physics

EUGENE VICTOR SCHNEIDER, PH.D., to Associate Professor of Sociology and Anthropology
 GEORGE L. ZIMMERMAN, PH.D., to Associate Professor of Chemistry

New Appointments, 1955-1956

DAVID J. HERLIHY, PH.D., Assistant Professor of History
 CORNELIUS CLARKSON VERMEULE, PH.D., Assistant Professor of Classical Archaeology
 RUTH WALTON HAUN, M.A., Lecturer in Social Economy
 AUDREY J. MAETZOLD, M.A., Part-time Lecturer in Social Economy, Semester I
 NORMAN RICH, PH.D., Lecturer in History
 HOPE THOMSON, M.S., Lecturer in Social Economy
 RICHARD BENOIT, B.S., Instructor in Biology, Semester II
 JANINE LEE BRUNEAU, *Lic. ès L.*, Part-time Instructor in French
 ROBERT BUTMAN, M.A., Instructor in English, on joint appointment with Haverford College
 MARTHA ANN CHOWNING, M.A., Part-time Instructor in Sociology and Anthropology
 ROBERT ENGGASS, PH.D., Instructor in History of Art
 WILLIAM A. ERICSON, B.S., Part-time Instructor in Statistics
 MARION IVES, A.B., Part-time Instructor in German
 MARGARET COCHRAN PEARCE, M.S., Part-time Instructor in English
 JACKIE MARIE PRITZEN, M.A., Instructor in English
 LISE WERTHEIMER, A.B., Instructor in Psychology
 JOAN FULTON WHITE, PH.D., Instructor in Biology

Visiting Professors and Lecturers During 1955-1956

HENRY JOEL CADBURY, PH.D., LITT.D., D.D., LL.D., of Haverford College, Visiting Professor of Religion
 EMMETT L. BENNETT, JR., PH.D., of Yale University and the School for Advanced Study, Visiting Lecturer in Greek
 RICHARD PALMER BLACKMUR, of Princeton University, Visiting Lecturer in English, Semester II
 RICHARD EBERHART, M.A., of Princeton University, Visiting Lecturer in English, Semester II
 WARD HUNT GOODENOUGH, PH.D., of the University of Pennsylvania, Visiting Lecturer in Sociology and Anthropology, Semester I
 THOMAS EDISON McMULLIN, PH.D., of the University of Pennsylvania, Visiting Lecturer in Education, Semester I
 JEANNE C. POLLOCK, M.S.W., of the Children's Aid Society, Visiting Lecturer in Social Economy
 JEAN A. POTTER, PH.D., of Barnard College, Visiting Lecturer in Philosophy, Semester II
 KARL REUNING, PH.D., of Swarthmore College, Visiting Lecturer in German, Semester II
 RICHARD RUDNER, PH.D., of Swarthmore College, Visiting Lecturer in Philosophy, Semester II

Retirements, Resignations and Expirations, 1955-1956

- JOE KENNEDY ADAMS, PH.D., Assistant Professor of Psychology
 ELIZABETH H. FETTER, A.B., Part-time Lecturer in English
 LOUISE ADAMS HOLLAND, PH.D., Part-time Lecturer in Latin
 AUDREY J. MAETZOLD, M.S., Part-time Lecturer in Social Economy, Semester I
 NORMAN RICH, PH.D., Lecturer in History
 HOPE THOMSON, M.S., Lecturer in Social Economy
 MARJORIE C. BECKETT, M.A., Part-time Instructor in Chemistry
 RICHARD BENOIT, B.S., Part-time Instructor in Biology, Semester II
 ROBERT ENGGASS, PH.D., Instructor in History of Art
 WILLIAM A. ERICSON, B.S., Part-time Instructor in Statistics
 MARION IVES, A.B., Part-time Instructor in German
 EUGENE LEE NORWOOD, M.A., Instructor in German
 VIRGINIA BROOKE PENNYPACKER, A.B., Part-time Instructor in English
 JEAN A. PERKINS, M.A., Instructor in French
 NELLIE E. SANCHEZ ARCE, PH.D., Instructor in Spanish
 JUNE E. SPRAGUE, A.B., Instructor in English
 ROSAMOND KENT SPRAGUE, PH.D., Part-time Instructor in Philosophy
 JOAN FULTON WHITE, PH.D., Instructor in Biology

SUPPLEMENT TO THE PRESIDENT'S REPORT

II

Faculty and Staff Publications for the Year
October 1, 1955 to September 30, 1956

- JOE KENNEDY ADAMS, PH.D., Assistant Professor of Psychology
 Review in *Educational and Psychological Measurement*
- MANUEL ALCALA, LITT.D., Associate Professor of Spanish
 "Las Cartas de Relación de Hernán Cortés y los Comentarios de César." *Jornados de Lengua y Literatura Hispanoamericanas*. (Salamanca, Spain) I (1956) pp. 63-68
- RICHARD J. BENOIT, B.S., Instructor in Biology, Semester II
 "The Relation of Phosphorus Content to Algae Blooms." *Sewage and Industrial Wastes* XXVII (1955) pp. 1267-1269
- ERNST BERLINER, PH.D., Professor of Chemistry
 "Kinetics of Aromatic Halogenation. IV. The Iodination of p-Chloroaniline with Iodine Monochloride." *Journal of the American Chemical Society* 78 (1956) pp. 3632-3637
- L. JOE BERRY, PH.D., Professor of Biology
 "Effect of Malonate on Growth Rate of Salmonella Typhimurium in Mice." *Annals of the New York Academy of Sciences* LXII (1955) pp. 327-348

"Susceptibility to Infection as Influenced by Acclimatization to Altitude and Krebs Cycle Inhibitors and Intermediates." *Journal of Infectious Diseases* XCVIII (1956) pp. 21-26

"Dynamics of Bacterial Infections in Mice under Conditions Known to Alter Survival Time." *Journal of Infectious Diseases* XCVIII (1956) pp. 198-207. In collaboration with Madeleine K. deRopp, Marjory H. Fair, and Eva M. Schur

"Effect of Malonate on Selected Body Defenses." *Proceedings of the Society for Experimental Biology and Medicine* XCII (1956) pp. 315-319. In collaboration with Jane E. Derbyshire

WARNER B. BERTHOFF, PH.D., Assistant Professor of English

"Charles Brockden Brown's Historical 'Sketches': A Consideration." *American Literature* XXVIII (1956) pp. 147-154

Review in *New England Quarterly*

"Sauve Qui Peut." *Essays in Criticism* (1956) p. 76

"A Reading by Wallace Stevens," "Crossing," *Approach* 19 (1956) pp. 10-11

CORNELIA T. BIDDLE, A.B., Social Caseworker

"Casework in Schools." *Smith College Studies*

THOMAS ROBERT SHANNON BROUGHTON, PH.D., Professor of Latin

"Ancient History Bibliography." *American Historical Review* LXI (1955-56) pp. 159-162, 437-439, 682-684, 1008-1010

ANN CHOWNING, M.A., Part-time Instructor in Sociology and Anthropology

"Structures Q-166, 167 and 168." *Current Reports* (Carnegie Institute of Washington, Department of Archaeology) 33 (1956) pp. 425-433, 438-441

"A Round Temple and Its Shrine at Mayapan." *Current Reports* (Carnegie Institute of Washington, Department of Archaeology) 34 (1956) pp. 443-461

"Excavations at Mayapan." *Yearbook* (Carnegie Institute of Washington, Department of Archaeology) 54 (1954-55) pp. 276-277

"Excavations in the Itzmal Ch'en Ceremonial Center at Mayapan." *Yearbook* (Carnegie Institute of Washington, Department of Archaeology) 54 (1954-55) pp. 280-283

ROBERT L. CONNER, PH.D., Assistant Professor of Biology

"Further Studies on the Growth Requirements of *Paramecium Aurelia*, Variety 4, Stock 47." *Anatomical Record* CXXV (1956) p. 23a

RACHEL DUNAWAY COX, PH.D., Professor of Education and Psychology

"The Normal Personality: An Analysis of Rorschach and Thematic Apperception Test Responses of a Group of College Students." *Journal of Projective Techniques* XX, 1 (1956) pp. 70-77

ROBERT S. DAVIDON, PH.D., Assistant Professor of Psychology

"A Constant Current Stimulus Generator." *American Journal of Psychology* LXIX (1956) pp. 466-468. In collaboration with Nathaniel Boonin

FREDERICA DE LAGUNA, PH.D., Professor of Sociology and Anthropology

Chugach Prehistory: The Archaeology of Prince William Sound, Alaska. University of Washington Press (1956)

"Gladys Reichard—Appreciation and Appraisal." *Gladys A. Reichard* (memorial booklet) Barnard College (1956) pp. 9-21

Review in *The Scientific Monthly*

LINCOLN DRYDEN, PH.D., Professor of Geology

"Monazite in Part of the Southern Atlantic Coastal Plain." *U. S. Geological Survey, Trace Elements Investigation Report 566* (1956) pp. 1-50, 5 maps

ARTHUR P. DUDDEN, PH.D., Associate Professor of History

"The New American Nation Series." *The Historian* XVIII (Autumn 1955) pp. 83-104

"Woodrow Wilson at Bryn Mawr College." *Bryn Mawr Alumnae Bulletin* XXVI (Fall 1955) pp. 6-7, 32-33

Reviews in *American Historical Review*; *Pennsylvania Magazine of History and Biography*; *Michigan History*; *Mississippi Valley Historical Review*

ROBERT ENGASS, PH.D., Instructor of History of Art

"Baciccio: Three Little Known Paintings." *Paragone* VII (1956) pp. 30-35

E. MURIEL FARR, R.N., B.S., Head Nurse

"College Health Nursing." *The Pennsylvania Nurse* XI (1956) pp. 6-9

JOSÉ M. FERRATER MORA, Licenciado en filosofía, Professor of Philosophy and Spanish
Cuatro visiones de la historia universal. Second revised edition. Editorial Sudamericana, Buenos Aires (1955)

"Philosophie et Architecture." *Revue de Métaphysique et de Morale* LX (1955) pp. 251-263

"L'intelletuale e il mondo contemporaneo." *Inventario* Anno VII, 4-6 (1955) pp. 2-13

"Ortega y la idea de la sociedad." *Insula* 119 (1955) p. 4

"Ortega y la idea de la vida humana." *Cuadernos* 18 (1956) pp. 33-39

"Unamuno y la idea de la ficción." *Ciclón* II, 4 (1956) pp. 27-32

"De la filosofía a la 'filosofía'." *Sur* 241 (1956) pp. 21-24

"El concepto re razón vital." *Ciclón* II, 2 (1956) pp. 10-16

"De la poésie." *Les Etudes Philosophiques* N.S. XI (1956) pp. 384-385

Preface to E. Cannabrava's *Elementos de metodologia filosófica* Sao Paulo (1956) pp. xi-xvi

Reviews in *Philosophy and Phenomenological Research*, *Revue de Métaphysique et de Morale*, *Imago Mundi*

MARGARET GILMAN, PH.D., Eunice M. Schenck 1907 Professor of French

Reviews in *Romanic Review*

RENÉ GIRARD, PH.D., Assistant Professor of French

"Existentialism and Criticism." *Yale French Studies* XVI (1956) pp. 45-52

"Situation du poète américain." *Cahiers du Sud* XLIII (1956) pp. 196-202

"Saint-Simon et la critique." *French Review* XXIX (1956) pp. 389-394

Reviews in the *French Review*

DAVID BONNELL GREEN, PH.D., Assistant Professor of English

"Two Wordsworth Letters." *Notes and Queries* CC (1955) pp. 489-490

"Letters to Samuel Rogers from Tom Moore and Sydney Smith." *Notes and Queries* CC (1955) pp. 542-543

"Three New Byron Letters." *Keats-Shelley Journal* V (1956) pp. 97-101

"A Source for Hardy's 'The Duchess of Hamptonshire'." *Notes and Queries* CCI (1956) p. 86

"Two Letters of Sidney Lanier." *Maryland Historical Magazine* LI (1956) pp. 54-56

"Orlando and the Sackvilles: Addendum." *PMLA* LXXI (1956) pp. 268-269

DAVID J. HERLIHY, PH.D., Assistant Professor of History

"Una nuova notizia sulle origini della Curia del mare in Pisa." *Bollettino Storico pisano* XXII-XXIII (1954-55) p. 222-227

LOUISE ADAMS HOLLAND, PH.D., Lecturer in Latin

"The Purpose of the Warrior Image from Capestrano." *American Journal of Archaeology* LX (1956) pp. 243-247

JOSHUA C. HUBBARD, PH.D., Associate Professor of Economics

"Reply" *The Quarterly Journal of Economics* LXIX November 1955 p. 647

HERTHA KRAUS, PH.D., Associate Professor of Social Economy

"Work Programs in International Aid-Employment of Arab Refugees, 1949-52." Section of *Hands Across Frontiers—Case Studies in Technical Cooperation*: Howard M. Teaf, Jr. and Peter G. Frank, Editors; Cornell University Press 1955 pp. 518-579

HAROLD W. KUHN, PH.D., Associate Professor of Mathematics

Linear Inequalities and Related Systems, edited in collaboration with A. W. Tucker, Princeton University Press 1956

"Solvability and Consistency for Linear Equations and Inequalities." *American Mathematical Monthly* LXIII (1956) pp. 217-232

"A Note on 'The Law of Supply and Demand'." *Mathematica Scandinavica* IV (1956) pp. 143-146

"Linear Programming." *Notes on the Special Summer Session on Digital Computers and Data Processors*, edited by J. W. Carr and J. R. Scott, Digital Computation and Data Processing Center, University of Michigan Press (1955) pp. 29-52

"On Systems of Distinct Representatives." *Annals of Mathematics Studies* 38 (1956) pp. 199-206. In collaboration with A. J. Hoffman

"On a Theorem of Wald." *Annals of Mathematics Studies* 38 (1956) pp. 265-274

"Systems of Distinct Representatives and Linear Programming." *American Mathematical Monthly* LXIII (1956) pp. 455-460. In collaboration with A. J. Hoffman

"Illustrations of Linear Programming." *Proceedings of the Seventh National Convention of the A. I. I. E.* edited by John A. Nevros, Washington, D. C., (1956) pp. 57-72

MABEL LANG, PH.D., Associate Professor of Greek

"Dated Jars of Early Imperial Times." *Hesperia* XXIV (1955) pp. 277-285

"Numerical Notation on Greek Vases." *Hesperia* XXV (1956) pp. 1-23

RICHMOND LATTIMORE, PH.D., Paul Shorey Professor of Greek

Euripedes II. University of Chicago Press 1956. Edited with David Grene. (*Helen* translated)

Reviews and Poems

HUGUES LEBLANC, PH.D., Associate Professor of Philosophy

Reviews in philosophical journals

GEDDES MACGREGOR, *D.èsL.*, D.Phil., Rufus Jones Professor of Philosophy and Religion

"Témoignage." *Les Etudes Philosophiques* III (nouvelle série) (1955) pp. 391-392
Articles and reviews in *The Living Church*

JUAN MARICHAL, PH.D., Associate Professor of Spanish

Editor, *Estudios y semblanzas españoles*, by Americo Castro, Princeton 1956*

"La singularidad estilística de Ortega." *Ciclón* II (1956) pp. 21-27

"The French Revolution Background in the Spanish Semantic Change of 'liberal' (1810)." *Year Book 1955*. The American Philosophical Society, pp. 291-293

"El liberalismo conservador." *Cuadernos* 20 (1956) pp. 74-75

"Pedro Salinas y los valores humanos de la literatura hispánica." *Cuadernos* 21 (1956) pp. 48-54

Review in *Revista Hispánica Moderna*

MARIO MAURIN, PH.D., Assistant Professor of French

Reviews in *French Review*, *Les Lettres Nouvelles*

MACHTELD JOHANNA MELLINK, PH.D., Associate Professor of Classical Archaeology

Chapter III in *Excavations at Gözliü Kule, Tarsus*. Hetty Goldman, Princeton University Press 1956 pp. 65-91

Reviews in *American Journal of Archaeology* and *Bibliotheca Orientalis*

FRITZ MEZGER, PH.D., Professor of German

"Zur Frühgeschichte von Freiheit und Frieden" in *Fragen und Forschungen im Bereich und Umkreis der Germanischen Philologie*, Festgabe für Theodor Frings—Deutsche Akademie der Wissenschaften zu Berlin, 1956

Reviews in *Zeitschrift für Vergleichende Sprachforschung*

AGNES KIRSOPP MICHELS, PH.D., Professor of Latin

"Death and Two Poets." *Transactions of the American Philological Association* LXXXVI (1955) pp. 160-179

WALTER C. MICHELS, PH.D., Marion Reilly Professor of Physics

Senior editor, *International Dictionary of Physics and Electronics*, D. Van Nostrand Co., 1955

"Rating Scale Method for Comparative Loudness Measurements" *Journal of the Acoustical Society of America* XXVII (1955) pp. 1173-1180. In collaboration with Beatrice Taylor Doser

"Phase Shifts and the Doppler Effect" *American Journal of Physics* XXIV (1956) pp. 51-53

"Precision for a Pittance" *American Journal of Physics* XXIV (1956) pp. 166-169

"Quantitative Denotations of Common Terms as a Function of Background" *American Journal of Psychology* LXIX (1956) pp. 194-203. In collaboration with Harry Helson and Robert S. Dworkin

MILTON C. NAHM, B.LITT., PH.D., Professor of Philosophy

The Artist as Creator. The Johns Hopkins Press 1956

Aristotle on Poetry and Music. 2nd edition, 5th printing, Liberal Arts Press 1956

Selections from Early Greek Philosophy. 6th printing, Appleton-Century-Crofts 1956

* Privately printed.

- JANE M. OPPENHEIMER, PH.D., Professor of Biology
 "Regional Differentiation of the Brain in Embryos of *Fundulus Heteroclitus*"
Journal of Experimental Zoology CXXIX (1955) pp. 649-681
 Reviews in *Quarterly Review of Biology*, *Scientific Monthly* and *American Scientist*
- WILLIAM H. REESE, PH.D., Director of Orchestra and Ensemble Groups
 Schütz: "O help Jesus, Son of God" Chantry Music Press
- NORMAN R. RICH, PH.D., Lecturer in History
 "Holstein and the Arnim Affair" *Journal of Modern History* XXVIII, 1 (March 1956) pp. 35-54
- WILLIAM J. ROACH, PH.D., Visiting Professor of French
Le Roman de Perceval ou Le Conte du Graal, publié d'après le ms. fr. 12576 de la Bibliothèque Nationale. Droz, Genève 1956
 "The Modena Text of the Prose *Joseph d'Arimathie*" *Romance Philology* IX (1955-56) pp. 1-30
- ALEXANDER C. SOPER, M.F.A., PH.D., Professor of History of Art
The Art and Architecture of Japan, Pelican History of Art series, England 1955.
 In collaboration with Robert T. Paine
The Art and Architecture of China, Pelican History of Art series, England 1956.
 In collaboration with Lawrence V. A. Sickman
- ARTHUR COLBY SPRAGUE, PH.D., Professor of English Literature
 "Shakespeare on the New York Stage." *Shakespeare Quarterly*, Autumn 1956
 Reviews in *Modern Language Notes*, *Shakespeare Quarterly* and *Theatre Notebook*
- ROSAMOND KENT SPRAGUE, PH.D., Instructor in Philosophy
 Reviews in *Classical Philology* and *Philosophy and Phenomenological Research*
- K. LAURENCE STAPLETON, A.B., Professor of English and of Political Theory
 "Along the Coast;" "Still Life;" "Visit to a Quaker Meeting." (poems)
Quixote, *An Anglo-American Review*, Autumn 1955 pp. 62-65
- ETHEL THURSTON, PH.D., Instructor in Music
 "Music in Tradition" *Catholic Art Quarterly* XIX 3 (1956) pp. 85-92
- CORNELIUS CLARKSON VERMEULE, III, PH.D., Assistant Professor of Classical Archaeology
A Bibliography of Applied Numismatics in the Fields of Classical Archaeology and the Fine Arts. Spink and Son, London 1956
 "Notes on the Content and Arrangement of the Dal Pozzo-Albani Drawings of Classical Antiquities." *Art Bulletin* XXXVIII (1956) pp. 31-46
- ROGER HEWES WELLS, PH.D., Professor of Political Science
 "Arising from the Ruins." (An Analysis of West German City Government Today)
National Municipal Review XLV (1956) pp. 66-71
 Review in *American Political Science Review*
- MAXINE WOOLSTON, PH.D., Lecturer in Economics
 "Labor Relations in Australia." *American Economic Review* XLVI (1956) pp. 710-720

SUPPLEMENT TO THE PRESIDENT'S REPORT

III

Official Publications, 1955-1956

BRYN MAWR COLLEGE CALENDAR

Finding List issue, Vol. XLVIII, No. 4, November 1955

Report of the President issue, Vol. XLIX, No. 1, December 1955

Graduate Courses issue, Vol. XLIX, No. 2, July 1956

Undergraduate Courses issue, Vol. XLIX, No. 3, August 1956

BRYN MAWR COLLEGE GAZETTE, Vol. VIII, Nos. 1-6

BULLETIN OF THE CAROLA WOERISHOFFER DEPARTMENT OF SOCIAL ECONOMY AND
SOCIAL RESEARCH, March 1956

Respectfully submitted,

CAROL BIBA
Director of Public Relations

SUPPLEMENT TO THE PRESIDENT'S REPORT

IV

Gifts Received from July 1, 1955 Through June 30, 1956

GIFTS FOR CURRENT EXPENDITURES

Alumnae

The Alumnae Association, Regional Scholarships, Bryn Mawr Clubs and Class Gifts	\$ 132,026.52	
Individual Donors	77,398.37	
Undergraduate and Group Donations	7,486.62	
Bequests	25,119.61	
	<hr/>	\$ 242,031.12

Foundations and Special Funds	68,442.50
Corporations	42,990.00
Pennsylvania Foundation for Independent Colleges, Inc. ..	6,676.36

Friends of the College

Clubs and Group Donations	\$ 4,755.00	
Individual Donors	24,560.89	
Parents Fund	20,703.72	
	<hr/>	\$ 50,019.61
Total		\$ 410,159.59

GIFTS AND BEQUESTS FOR ENDOWMENT

Alumnae

The Alumnae Association	\$ 1,000.00	
Individual Donors	156,544.25	
Class and Group Gifts	2,174.00	
Bequests	90,590.72	
	<hr/>	\$ 250,308.97

Friends of the College

Individual Donors	\$ 14,071.80	
Bequests	656,848.99	
	<hr/>	\$ 670,920.79

Foundations	2,500.00
-------------------	----------

Total	\$ 923,729.76
-------------	---------------

TOTAL OF ALL GIFTS \$1,333,889.35

Respectfully submitted,

CLARISSA WARDWELL PELL

Executive Director of the Resources Committee

REPORT OF THE DEAN OF THE COLLEGE

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1955-1956:

SIZE OF THE COLLEGE

The faculty members on the Board-Faculty Committee on the Size of the College together with the Dean worked throughout the year to study Bryn Mawr's resources and equipment in an effort to bring to the Faculty a recommendation on the future size of the College. Members of the Alumnae Association appointed by the Executive Board and students met with the Committee to consider the problem and the recommendations.

The faculty committee, through questionnaires, collected faculty opinion on various aspects of the teaching program such as teaching load, the size of classes, the range of subject matter now offered and the size of departmental staffs in relation to the present number of students taught. The Committee then studied space and equipment now available for academic purposes: classrooms, laboratories and the Library. Similarly, a study was made of residential facilities and of those of the Department of Physical Education, the Infirmary and the administrative and business offices.

It is difficult to make general statements about the findings since both situations and opinions varied among the departments of the College. Nevertheless, the following conclusions may be stated without distorting the picture: In relation to the undergraduate program of most of the academic departments, the present staff is large enough and the range of work adequate. Exceptions occur in some departments where the need for additional teaching appointments to cover new areas of work or to make better provision for the elementary courses has already been recognized. Several departments expressed the opinion that they could not teach more undergraduate students without lowering the quality of their work. In the case of the Graduate School the majority of the Faculty reported an interest in increasing the number of students and some departments clearly needed a greater range in the fields offered.

In several areas of the College—for example, in the Library, the classroom buildings, the Gymnasium and the business offices—acute problems of space now exist. Residential space is also used to capacity.

The problems mentioned above face the present College and a satisfactory solution to them, the Committee believed, would make it possible to contemplate a modest increase in student enrolment. In considering any increase at all, however, two points are of utmost importance. One is that the quality of academic work must not suffer, and this presupposes that it will be possible to make necessary additions to the teaching staff that will be of high quality. The other is that an admissions policy can be maintained which will provide a good basis for selecting students of high ability who will together form an effective community. Given these requirements and assuming also that the needs for space and equipment could be met, the Committee recommended that the College increase its undergraduate enrolment by approximately ten per cent. The Faculty voted to accept the Committee's report and to submit it to the Board of Directors.

THE CURRICULUM

Although 1955-1956 brought no changes to the basic pattern of the curriculum, several departments reëvaluated their separate programs and made changes which will strengthen their work. The Department of French has changed the nature of its first literature course in order to permit more time for oral expression and practice in writing at a level where such practice is still needed. The contents of the more advanced literature courses are also changed in the interests both of better coverage of necessary material and of increased flexibility. The Department of Political Science, too, has revised its beginning work. The new semester courses "Political Process in the United States" and "Political Process in the World Community" provide at once a broader basis for the major and a more meaningful introduction to Political Science for those students taking the courses to meet the college requirement in the Social Sciences. In addition, entirely new courses have been added dealing with the Far East and the Soviet Union. This work, made possible by a new appointment to the Faculty, fills a long-felt need and permits a very desirable expansion of the Department's teaching program. The Department of Sociology and Anthropology has also changed the nature of its first-year work. A new introductory course, "Man, Culture and Society," to be taught jointly by two members of the Department, is

designed to provide an effective basis for both the sociological and the anthropological aspects of the Department's work. And finally the Department of Classical Archaeology has instituted a new beginning course, "An Introduction to Ancient Art." This course is intended to provide a broader framework for majors and also to meet satisfactorily the more general needs for work in the field for students of History of Art.

In addition to the specific curricular changes mentioned above, several topics of major importance to the curriculum were under discussion by the Curriculum Committee of the faculty or other groups where the college curriculum undergoes continuous review and reëvaluation. Although no final action can be reported at this time, I should like to mention some of the questions. One was the work at Bryn Mawr in teacher preparation. A sub-committee was appointed to study our program, and on an experimental basis a new course in Principles of Secondary School Education will be added, carrying with it the practice teaching needed for certification. Other topics under discussion include the sophomore year, both in general and from the special point of view of the question whether at Bryn Mawr sophomores benefit as much as they ideally should from the advantages of the small college.

STUDENT ADVISING AND SPECIAL SERVICES

Central to the plan for student advising, continued essentially as usual, are, of course, members of the faculty who give academic advice to their major students. Six hundred and thirty-three students were advised on academic and general matters by the three Deans concerned with the Undergraduate College; the Dean of the College advised two classes, the Director of Admissions and Dean of Freshmen, and the Assistant Dean of the College, one class each.

In addition, specialists such as study counsellors and members of the medical staff are available to meet special needs. For details in these areas I should like to call attention to the reports of Dr. Elizabeth Humeston, College Physician, and of Professor Rachel Cox, Professor of Psychology and Education and Director of the Child Study Institute.

By and large the system works well, although certain problems remain unsolved. One is continuity in the advising system and another is the ever-present problem of time.

ENROLMENT

The undergraduate enrolment of 633 students included five students having the senior year elsewhere as candidates for the Bryn Mawr degree, and nine students studying with Junior Year Abroad groups in Europe. In addition, 44 Haverford students and one Swarthmore student took a total of 39 courses at Bryn Mawr. The numbers in the groups I have mentioned do not represent any appreciable departure from the pattern of recent years. In the Supplement to this report prepared by the Recorder, detailed information is given concerning enrolment figures. The large enrolment used to capacity (and somewhat beyond) the college residential space. Academic space was also at a premium. In order to fit the teaching into the academic schedule, classes sometimes had to be assigned to quarters which were far from desirable. Also, the schedule pattern had to be modified in several instances, even though deviation from the regular plan results in a multiplication of minor difficulties and problems.

In closing, I should like to say how much I have enjoyed working with Miss Katherine A. Geffcken, who began her duties as Assistant Dean of the College in September. She advised the sophomore class and took on a variety of administrative responsibilities with efficiency and a quick grasp of the complexities of her work. And once again I want to express my appreciation to Miss Sidney Donaldson for all that she contributes to all aspects of our work. We were fortunate to have the cheerful and competent assistance of Mrs. Mary D. Fowler, Secretary in the Office of the Dean.

Respectfully submitted,

DOROTHY N. MARSHALL
Dean of the College

SUPPLEMENT TO THE DEAN'S REPORT

I. STATISTICS OF UNDERGRADUATE STUDENTS, 1955-1956

Summary of Registrations by Classes

Class of 1956 (including five having the Senior Year elsewhere but as candidates for the Bryn Mawr degree).....	137
Class of 1957 (including nine having the Junior Year abroad)	156
Class of 1958	176
Class of 1959	<u>164</u>
TOTAL	633

Geographical Distribution †*

United States residence and citizenship:	Number	Percent
Middle Atlantic States	311	49.1
South Atlantic States	92	14.5
New England States	86	13.6
East North Central States	46	7.3
Pacific States	19	3.0
West South Central States	18	2.8
West North Central States	12	1.9
East South Central States	5	.8
Mountain States	4	.6
Territories	<u>1</u>	<u>.15</u>
	594	93.8
Foreign residence, United States citizenship:		
Brazil	1	
Cuba	1	
Egypt	1	
England	1	
Greece	1	
Netherlands West Indies	<u>1</u>	<u>6</u>
		.9
Foreign citizenship:‡		
Great Britain (Africa; Bahamas; Bermuda; British West Indies; Canada; England; Malaya)	9	
Netherlands	6	
Japan	3	
Korea	3	
China	2	
France	2	
Argentina	1	
Iran	1	
Norway	1	
Philippines	1	
"Stateless" (previously: Czechoslovakia; Latvia; Hungary; Germany)	<u>4</u>	<u>33</u>
TOTAL	633	100.0

The students come from 36 states, the District of Columbia, Hawaii, and 25 foreign countries.

* Classification as employed by U. S. Bureau of the Census, Washington, D. C.

† Students having the Junior Year abroad are classified under their U.S. residence.

‡ This listing is by citizenship and not necessarily by residence.

Average age in the Senior Class (October 1955).....20 years 9 months

Number of schools preparing the 633 students.....429 schools, and
21 colleges and universities (or foreign matriculation examinations) from which
the students entered on transfer, as follows:

<i>In the United States:</i>	
Bennington College	Vassar College
Elmira College	Wellesley College
MacMurray College	Wells College
Michigan, University of	<i>Outside the United States:</i>
Mount Holyoke College	Austrian Gymnasium
Newcomb College of Tulane University	Cambridge University Higher School Certificate
New Rochelle, College of	Dutch Universities Matriculation Examinations
North Carolina, University of (Woman's College)	French Baccalaureat Examinations
Pennsylvania, University of	Norwegian Examen Artium
Radcliffe College	Seoul National University
Randolph-Macon Woman's College	
Smith College	

Of the 429 schools attended by the students entering college as Freshmen, final preparation was received at 332 schools; in the United States, 130 independent schools and 179 public schools; outside the United States, 23 schools located in 17 countries:

Africa	British West Indies	France	Japan
Argentina	Canada	Germany	Korea
Brazil	Cuba	India	Netherlands West Indies
Bermuda	Egypt	Iran	Switzerland
	England		

Daughters of Bryn Mawr Alumnae enrolled as undergraduates..... 50

PERCENTAGE OF MAJORS IN EACH FIELD

(Comparative figures for five years)

(Computed from figures for the two upper classes as of April)

MAJOR	1951-52	1952-53	1953-54	1954-55	1955-56
Biology	4.0	6.3	6.7	4.9	5.6
Chemistry	5.4	5.5	3.2	3.4	5.6
Classical Archaeology	3.3	1.2	1.6	1.9	1.0
Economics	2.9	2.4	3.2	2.6	5.6
English	19.9	20.1	19.7	20.0	19.9
French	6.2	6.3	6.7	5.7	4.9
Geology	3.3	2.0	1.6	1.1	1.4
German	3.6	.8	.8	.8	.3
Greek .....	..	..	.4	.4	.6
History	11.2	14.2	11.4	12.4	13.9
History of Art	6.6	7.1	9.5	12.1	7.6
Italian .....	..	..	..	.4	.3
Latin	1.8	.8	.4	1.1	1.0
Mathematics .....	..	.8	1.6	1.9	2.1
Philosophy	7.6	6.3	7.9	6.8	5.2
*Music .....	..	..	..	1.1	1.7
Physics .....	.7	1.2	.8	1.1	1.4
Political Science	11.2	10.3	11.4	11.7	8.8
Psychology	4.3	4.0	3.6	4.2	6.6
Russian	1.1	.8	1.2	.8	1.0
Sociology-Anthropology ..	2.9	5.1	5.9	4.5	4.9
Spanish	3.6	2.4	2.4	1.1	.3
No Major .....	.4**	2.4†	..	..	.3‡
TOTAL PERCENTAGES IN ALL FIELDS	100.0	100.0	100.0	100.0	100.0
TOTAL MAJORS IN ALL FIELDS (Junior and Senior Classes)	276	253	253	265	288

* First year of Music Major 1954-55.

** Foreign student assigned to Junior Class; no Major Work Plan on file.

† Students having Junior Year abroad; no Major Work Plan on file.

‡ Special student, not degree candidate.

Students enrolled autumn 1954 who did not return autumn 1955

(other than those graduating June 1955, those spending the Junior Year abroad, and those spending the Senior Year elsewhere as candidates for the Bryn Mawr degree)

Study elsewhere	20
Marriage	14
Health	10
Academic	6
Other (Finances; Family; Travel; Personal reasons; etc.)	8
TOTAL	58

II. STATISTICS OF THE CLASS ENTERING AUTUMN 1955

Total entering: 175 (163* Freshmen and 12 transfer students)

Preparation of students entering as Freshmen:

	<i>Number</i>	<i>Percent</i>
in the United States,		
entirely in independent schools	57	34.9
entirely in public schools	79	48.6
in both independent and public schools	21	12.9
outside the United States	3	1.8
in part in the United States, in part in foreign countries	3	1.8
TOTAL	<u>163</u>	<u>100.0</u>

Colleges and universities (or foreign matriculation examinations) from which students entered on transfer:

in the United States, Elmira College, MacMurray College, Mount Holyoke College, Newcomb College of Tulane University, College of New Rochelle, University of North Carolina, (Woman's College), University of Pennsylvania, Radcliffe College, Wellesley College, Wells College;

outside the United States, Dutch Universities Matriculation Examinations.

Geographical Distribution (at time of entrance):

	<i>Number</i>	<i>Percent</i>
United States residence and citizenship:		
Middle Atlantic States	89	50.9
South Atlantic States	27	15.4
New England States	26	14.9
East North Central States	9	5.1
West South Central States	7	4.0
Pacific States	5	2.9
West North Central States	2	1.1
Mountain States	2	1.1
East South Central States	1	.6
Foreign residence, United States citizenship:		
England	1	
Greece	1	2
Foreign citizenship:		
Great Britain (Bermuda; England)	3	
Netherlands	2	5
TOTAL	<u>175</u>	<u>100.0</u>

The students entered from 26 states and the District of Columbia, and 3 foreign countries.

Average age October 1st, 1955 17 years 11 months

Students in the entering class who are daughters of Bryn Mawr alumnae 12

Respectfully submitted,

MARIAN C. ANDERSON

Recorder of the College

* As stated above, 164 students comprise the Freshman Class. Of these, 163 entered autumn 1955, 1 entered previously but withdrew because of illness in her first semester, returning autumn 1955.

REPORT OF THE DEAN OF THE GRADUATE SCHOOL

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1955-1956:

The note of gloom in my last report, concerning graduate enrolment, had no sooner been struck than it was muffled by the largest enrolment in recent years—in fact, the registration for the year exceeded by one the previous record established in 1949. In view of this I shall refrain, in the present report, from comments on trends in graduate education in America.

Among the liberal arts departments the increase was felt chiefly in French, Geology, Greek, History, Music and Philosophy which had from three to six more students than in 1954-55. Enrolment in Social Economy went up by 13. As the total of 47 for this department included six part-time students, the number taking the full program was again back to optimum.

The Graduate Center was full and six students had to be refused residence. This was partly due to the fact that the number of Resident and Foreign Scholars, who are required to live at the Center, was greater than usual but 8 of the 17 Fellows also chose to do so, in spite of the fact that the Board's decision to permit them to live elsewhere had gone into effect the previous spring.

An effort was made to extend the use of the Center by offering non-resident students regular meals there at reduced rates. Although this was not very successful, only two or three non-residents taking advantage of the privilege, I feel that it is worth a continued trial. It seems highly desirable to make the Center a meeting place for more than just the 47 students who can live there.

At Graduate Assembly, on April 4, announcement was made of 67 awards to 26 present graduate students, to two Bryn Mawr seniors and to 39 new students. Dr. Donald Morrison, Provost of Dartmouth College, gave the address. His talk, to which he had given the title, "Learning with Imagination," was so interesting, and his ideas so provocative, that he was detained in spirited discussion long after the luncheon at the Center was over.

The work of the Graduate Committee was light this year until late in the spring when the Subcommittee on the Middle States Association

Survey—Professors Robbins and Walter Michels and myself—presented a preliminary draught of answers to the questionnaire. Even this, however, was accepted with a minimum of emendation.

Following my custom of getting comments on graduate work from one or two departments each year, I asked for a report from the History Department. Professor Manning writes me that the year was outstanding for two reasons: First, the unusually large number of graduate students—14 as compared with 8 the previous year—and second, the fact that the first test was made of the new type of Ph.D. preliminary examination for which permission had been granted by the Graduate Committee last year. The Department had felt for some time that the old plan of four long written examinations and a short oral was not only time consuming for both the student and the faculty but did not bring out the true extent of the student's knowledge. Under the new plan of one written and a long oral examination there seems to be a better opportunity for the examiners to probe and for the student to develop ideas.

As regards student interests, Professor Manning notes what may be a trend towards the Middle Ages at the expense of modern European history. If this continues she believes that, in order to meet the "shortcomings" of most of the students in classical languages, a course in mediaeval Latin will have to be offered regularly. Interest in American history continues. Here the need is for a greater diversity of seminars.

Professor Manning also pointed to the increasing evidence of need for scholarship aid for men students.

The joint seminar offered by the French and History of Art departments: French Literature and Art of the Nineteenth Century was a great success. Ten students took part in it throughout the year. It started out with six lectures by Dr. Sezec, the Flexner Lecturer, and was continued by Professors Gilman and Sloane. These both consider the venture well worth repeating although they would not want to attempt it every year. Sharing the course required a great deal more preparation on their part than does normal seminar.

Another seminar which was received with more than the usual interest was Mr. Emmett Bennett's Mycenaean Epigraphy. Only three graduate students were fully enrolled in it but others audited and several members of our own faculty and of the Classics departments of neighboring institutions attended regularly during the first semester.

After the sudden death of Professor Hathway in November the work of the Department of Social Economy was directed by Professor Lower. There were no changes in the curriculum this year, but a new grant was

received from the State Department of Welfare which covered stipends for six students and part of the cost of training them. Such grants are being made by the State in an effort to recruit more trained social workers for positions in state institutions. In June a three-day conference, called The Rehabilitation Institute, organized by the Department with the help of a grant from the United States Department of Health Education and Welfare, was held in Wyndham. Sixty invited guests, representatives of various groups concerned with rehabilitation, took part. The program consisted of papers by outstanding members of the profession on the different problems of rehabilitation and "workshops" in which these were discussed.

Finally, I want again to call your attention to the fine support the Graduate School is receiving from alumnae. This year the Alumnae Association turned over for distribution by the Graduate Scholarships Committee \$2,534.50, contributed by former graduate students in response to the Alumnae Fund appeal. Included in this sum was one gift of \$1,000. This was divided between two students whom the Committee thought especially deserving. The remainder will be allocated as grants-in-aid to next year's scholarship holders. We continue to be grateful to those who contribute so liberally and to those who give their time towards raising the money.

Respectfully submitted,

ELEANOR A. BLISS
Dean of the Graduate School

STATISTICS OF THE GRADUATE SCHOOL

1955-1956

REGISTRATION

Total registration		176
Semester I	170	
Semester II	164	
Additions 6, withdrawals 12		
Full-time	101 (60%)	
Part-time	75	
Men	32	
Foreign Students	26	

RESIDENCE

Graduate Center	47
Undergraduate Halls (Wardens)	10
Elsewhere on campus	14
Off campus	105

FELLOWS AND SCHOLARS

Fellows of the College	14
Fellow by Courtesy (Resident Scholar)	1
Resident Scholars	19
Foreign Resident Scholars	7
Non-Resident Scholars	5
Coordination of the Sciences Fellows	2
Coordination of the Sciences Scholar	1
Special Japanese Scholar	1
Special Tuition Scholar (Woodrow Wilson Fellow)	1

COLLEGE APPOINTMENTS

Part-time Instructors	5
Thorne School Teachers	3
Demonstrators	10
Assistants	4
Wardens	10
Non-teaching Staff	2

ORIGINS OF FOREIGN STUDENTS (total 26)

Canada, China, France 4 each; 3 from Japan; 2 from England; 1 each from Denmark, Egypt, Greece, India, Italy, Latvia, Pakistan, Spain and Switzerland.

EXCHANGE WITH OTHER UNIVERSITIES

To University of Pennsylvania	10
For courses in Departments of Anthropology, Education, German, History, Political Science, Psychology, Sociology, Spanish and Zoology.	
From University of Pennsylvania	4
For courses in Greek and History.	
To Swarthmore	2
For a course in American History.	
From Haverford	4
For a Seminar in Social Economy.	

DEGREES AWARDED AT COMMENCEMENT, JUNE 5, 1956

Doctor of Philosophy	8
Chemistry (2), History (2), Classical Archaeology, Greek, Psychology, Spanish.	
Master of Arts	23
History of Art (4), History (3), English (2), French (2), Music (2), Political Science (2), Spanish (2), Biology, Economics, Geology, German, Greek, Latin.	
Master of Social Service, Social Economy	14

DISSERTATIONS PUBLISHED

Department of English

JULIA H. MCGREW (degree awarded at Commencement 1954)
 Character and Tragedy in Eight Family Sagas.
 Microfilmed by University Microfilms, Ann Arbor, Michigan, 1955.

Department of French

FRANCE FAUNY ANDERS (degree awarded at Commencement 1954)
 Les Théâtres du Cartel. Le Précurseur; les Animateurs (1913-1939): Etude Bibliographique et Répertoire.
 Microfilmed by University Microfilms, Ann Arbor, Michigan, 1955.

ESTHER BUCHEN WAGNER (degree awarded at Commencement 1950)
 Baudelaire: Poet in Prose.
 Microfilmed by University Microfilms, Ann Arbor, Michigan, 1956.

Department of Greek

HELEN H. BACON (degree awarded at Commencement 1955)
 Barbarians in Greek Tragedy.
 Microfilmed by University Microfilms, Ann Arbor, Michigan, 1955.

BARBARA L. HUGHES (degree awarded at Commencement 1955)
 The Dramatic Use of Imagery in Aeschylus.
 Microfilmed by University Microfilms, Ann Arbor, Michigan, 1955.

Department of History

DORIS SILK GOLDSTEIN (degree awarded at Commencement 1955)
 Church and Society: A Study of the Religious Outlook of Alexis de Tocqueville.
 Microfilmed by University Microfilms, Ann Arbor, Michigan, 1956.

Department of Latin

HELEN ELIZABETH RUSSELL (degree awarded at Commencement 1950)
 Advancement in Rank under the Roman Republic as a Reward for the Soldier under the Public Prosecutor.
 Microfilmed by University Microfilms, Ann Arbor, Michigan, 1955.

Department of Social Economy

DEMETRIUS S. IATRIDIS (degree awarded at Commencement 1955)
 Industrial Management for Federated Fund-Raising: A Philadelphia Study.
 Microfilmed by University Microfilms, Ann Arbor, Michigan, 1955.

REPORT OF THE DEAN OF FRESHMEN AND DIRECTOR OF ADMISSIONS

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1955-1956:

FRESHMEN

Even more able than other freshmen groups of recent years, the class of 1959 broke all previous records in its median Verbal Aptitude score. Their bright promise was fully justified when at the end of the year 38 per cent made "cum laude" averages, while only four per cent were reported for academic deficiencies. We are pleased that 90 per cent of the class has returned for the sophomore year.

ADMISSIONS

The Committee on Admissions continued for a second year its new system of voting tentatively on individual records as they were received during the winter months. Schools were notified whether their candidates were in our A, B, or C group in relation to our other registered applicants. The schools expressed satisfaction over this earlier evaluation, and although each member of the committee put in a greater total of hours, the spring meetings were cut to twenty-eight and a half hours. Students were notified of admission or rejection on the regular date in mid-May agreed upon by the Seven College Conference.

The College was represented this year by members of the administration or by alumnae at the following school and alumnae gatherings:

76 schools (52 public, 24 independent)
31 alumnae groups

in 64 cities, 21 states, and the District of Columbia, scattered throughout the eight Alumnae Districts. Such wide representation would have been impossible without the cheerful and efficient assistance of many alumnae. Included in the figures above were student groups addressed by the President, the Dean, the Director of Admissions or her Assistant in the following places: CALIFORNIA (Los Angeles, San Francisco), MARYLAND (Baltimore), MASSACHUSETTS (Boston), MICHIGAN (Detroit), MISSOURI (St. Louis), NEW YORK (New York City, Manhasset, L. I.), OHIO (Cincinnati, Cleveland, Columbus), OREGON (Portland), PENNSYLVANIA

(Philadelphia, Pittsburgh), RHODE ISLAND (Providence), WASHINGTON (Seattle, Tacoma), WASHINGTON, D. C.

The new freshman class of 170 students was graduated from 131 different schools. Slightly over half of the group was prepared entirely by public high schools. The wide spread resulted not from any limitation on the part of the College of candidates per school, but solely from the number of schools represented within the group applying. The registered applicants were graduated from 368 schools, and offers of admission were made to candidates from 276 schools.

The class is an able one as measured by objective standards. Of the group, 72 per cent have Verbal Aptitude scores above the 84th percentile, and 98 per cent have Verbal Aptitudes above the 58th percentile on the College Entrance Examination Board Test.

We are glad to note that for a second year we have had approximately a three-way division in scholarship funds for entering students, namely, those given by the College, by the Alumnae and by the public. This year 42 freshmen (24.7 per cent) and two foreign transfers hold scholarships amounting to \$36,575, of which 36.8 per cent were granted by the College, 36.1 per cent by the Alumnae and 27.1 per cent by outside sources. Among the latter are three National Merit Awards, a Procter and Gamble Scholarship, a Gould Foundation Scholarship and a number of state and local awards.

In an effort not to duplicate work well done by the schools, 51 freshmen (30 per cent of the class) have been allowed to take one or more courses above the usual freshman level. Advanced placement was made on the basis of interviews with the Deans and the Faculty, placement tests, and in some cases Advanced Standing Examinations by the College Entrance Examination Board.

For more than a year the Office has benefited by the able and always cheerful help of my assistant, Mrs. Howard E. Sullivan, Jr. We regret her resignation but can only rejoice with her in the reason for it, the birth of her first child.

My thanks as always go to the staff for carrying on so well the difficult business of being ready to see students and visitors while at the same time keeping up with the constant output of work for the two offices. This year the staff consisted of Mrs. John Owens, Jr., Miss Mary Stanton, and my secretary, Mrs. Roy Aruffo, who was replaced in the spring by Mrs. William H. Hoffman.

Respectfully submitted,

ANNIE LEIGH BROUGHTON

Dean of Freshmen and Director of Admissions

REPORT OF THE LIBRARIAN

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1955-1956:

Every year the need for space in the library becomes more insistent. Recognition of this fact prompted the Library Committee of the Board and Faculty to ask Dr. Charles W. David, Director Emeritus of the University of Pennsylvania Libraries, to survey our library building and report on the most urgent needs. Dr. David submitted a preliminary survey in December after which the members of the Library Committee met for discussion of his various suggestions. These with additions making a total of eleven were listed after discussion at a meeting held in January 1956. Six of these were selected for action during the summer. Since many of these were completed before the termination of the period covered by this report it has been decided to incorporate these into this report though the benefits or disadvantages cannot be gauged until next year. These are:

1. Shelves in second floor south corridor for social science bound periodicals.
2. Extension of storage space in basement corridors.
3. Shelves in Art Study to care for about 2,000 volumes used by undergraduates in Art and Archaeology.
4. Rooms H and L in basement to be made into faculty office and gift storage room respectively.
5. Diversion of one third-floor alcove into a faculty office.
6. Installation of fluorescent lights in basement floor of main stacks.

Five suggestions made by Dr. David, some of which had previously been considered by the Library Committee, but which now have been postponed for further consideration, are:

1. Excavation for installation of stacks under the Cloister.
2. Extension of ranges in main stacks to walls and reduction of aisles.
3. Rooms in Psychology Department released for Faculty and Staff use.
4. Book shelves in Reading Room.
5. Non-Resident Room removed from building and use of the room for library material.

With the changes already made somewhat over 2,000 volumes have been moved from the basement of the main stacks and from the West Wing and relocated in the second floor corridor and in the Art Study (Room 117). Both of these changes should help relieve the crowded stacks. Additional office space has helped the faculty. The library staff, especially those of the Cataloguing and Order Departments, continue to be greatly hampered in their work by insufficient as well as badly arranged space. The cataloguer's working tools (shelf list, authority, subject and serial files, accession records) must all be within easy access of each cataloguer, otherwise wasted motion, consequent fatigue and loss of work hours increase cataloguing costs. The Cataloguing Department's needs must be considered in the near future, a fact stressed by Dr. David's report.

SIZE AND GROWTH

Comparison of the yearly acquisitions itemized in the appendix shows that their number moves between 5,000-6,000 volumes. Current purchases usually about 3,000 in number are augmented by gifts (roughly about 1,000) and serial volumes added by binding (about 1,000).

As mentioned in last year's report more could be done with the withdrawal of worn-out volumes, and excess duplicate copies, but the lack of work space and catalogue personnel prohibits more than an average of 300-600 titles being withdrawn yearly. A more concentrated examination of the book shelves by faculty and staff would certainly relieve some space for new acquisitions but never would the number extend to the yearly acquisition of approximately 5,000 volumes. This year the 250,000th volume was added to the library. It was Criado de Val's *Fisonomia del Idionia Espanol*. From the library's beginning a total of 14,834 volumes have been withdrawn from the Accession record and all catalogues, leaving a total of 240,496 volumes in the library.

Many of the outstanding purchases were made possible by the financial help given by The Friends of the Library, by reunion gifts and by income from endowed funds. A few of the notable accessions to the library's Blake collection are facsimiles of his *The Book of Urizen*, *Illustrations to the Divine Comedy of Dante*, *Poetry and Prose* published by the Nonesuch Press, *Songs of Experience*, *Songs of Innocence*, *Illustrations to Young's Night Thoughts* and Russell's *The Engravings of William Blake*, and Burlington Fine Arts Club *Catalogue of the Blake Centenary Exhibition*; Sir Winston Churchill's *Divi Britannici* (1675); Cook's *Voyages* (1821) and Gibbon's *Letters*, the new edition of Evelyn's *Diary*; Gerbert's *Scriptores Ecclesiastici de Musica Sacre Potissimum*;

Hazlitt's *Complete Works* (1930-34); *The Numismatic Chronicle* and *The Numismatic Circular*; Wilpert's *I Sarcofagi Cristiani Antichi*; *Monumentae musicae Byzantinae*; Rodenwaldt's *Korkyra* and the Music Index.

Periodical subscriptions continue to number under 1,000 titles. With the suspension or discontinuance of certain titles every year, the number nevertheless remains quite static because of the inclusion of new titles or the revival of discontinued ones. Some of the more interesting ones to which the library subscribed this year, making a total of 922 subscriptions are: *Soviet Physics*, *Numismatic Circular*, *Greece and Rome*, *Les Lettres Romanes*, *Business History Review*, *Children Limited*, *Epoch*, *Poetry London-New York*, *Quixote*, *L'Oeil*, *Zeitschrift fur Mathematische Logik und Grundlagen*, *Contemporary Psychology*.

Gifts

The generosity of the library's friends continued. In all 6,955 items were received, most of these from individual donors, although government agencies, industrial organizations, learned societies and academic institutions have continued their usual number. Of special interest are the following gifts from alumnae and friends of the college: Manuscript of *Old Calabria* by Norman Douglas from Mrs. Alfred L. Castle; Microprint reader with American bibliographies (Sabin, Harisse, Evans, etc.) from Mrs. John D. Gordan, Jr.; several books from Miss Marianne Moore; duGueslin's *Histoire* from Mr. and Mrs. Donald G. Wing; several important first editions from Mrs. W. B. Linn; Fabyans Cronycle (1533) from Mrs. Charles G. Loring in memory of Walter Hines Page; Frost's *New Hampshire* (autographed) from Mrs. Jacques L. Vauclain; many beautiful art books from Mrs. Jacob M. Plaut; a handwritten Koran from Mrs. Henry J. Mali; a set of Turgenev from Miss Hilda W. Smith; Blake's *Engravings* from Lessing J. Rosenwald; archaeological works from Miss Mary B. Comstock and many of the books formerly owned by the college's founder, Dr. Joseph Taylor, given by Mrs. Archibald MacIntosh. From the libraries of several alumnae and friends of the College large collections of miscellaneous books were received. Amongst these were those from Mrs. Alan Calvert, Mrs. W. Logan MacCoy and bequests from Mrs. Whitney Briggs, Miss Emily R. Cross, Miss Eleanor F. Rambo, Miss Eunice Morgan Schenck and Mr. and Mrs. Charles J. Rhoads.

USE OF THE LIBRARY

Circulation

Over a period of fifteen years the number of books borrowed by the library's users has remained around the 40,000 mark. For unexplainable reasons the circulation was over 45,000 in 1953/54 and ten years earlier as low as 39,000. However, the per capita number of books of about 40, is more or less maintained. Examination of the statistics in the Appendix shows the ups and downs of this wayward branch of library work.

For the second time a daily tabulation was kept of the use of the books in the Reserve Book Room. It was a surprise to no member of the Circulation staff that these books were extensively used and though the number of times a book is borrowed is in one sense meaningless, it may not be entirely without interest to record that 44,405 of these books were borrowed or 55.29 volumes per undergraduate. This compares with 47,567 and 62.47 in 1954/55. This number is high when compared with an informal survey made by somewhat similar colleges of the Eastern part of the country several years ago. This is true of the regular circulation as well.

Inter-library Loan

Last year it was reported that our library from being a "borrowing" library had then changed to a "lending" one. The same fact remains true this past year when we borrowed from 78 other libraries 600 volumes whilst we lent 1,025 volumes to 122 different institutions. Looking backwards once again to the year 1947 when the present librarian came to Bryn Mawr, it is interesting to note that the lending angle of the library's work has almost tripled.

ADMINISTRATION

Funds

A total of \$26,328.07 was spent on books, periodicals and binding. Of this amount \$11,225.71 was by Friends of the Library, gifts and income from endowed funds.

Cataloguing

The work of the Cataloguing Department continues to be impressive, especially in view of the disadvantages of its work space and the great variety in type of material received. From a report prepared for me by Miss Jane Walker, Head Cataloguer, I would like to quote portions pertaining to the Marjorie Walter Goodhart Mediaeval Library . . . [there was] "completed the proofreading and final typing of cards . . .

for 660 titles in the Goodhart Mediaeval Library. Miss Edith Wright, who followed Miss von Scheliha and Miss Plaut in special work on this collection, surveyed 642 titles . . . the volumes of this collection were finally readied for the shelves by the inclusion of the accession numbers, bookplates and call numbers, by the careful lettering of shelving tickets and by the repair of many of the broken volumes."

Yearly and comparative statistics of the work done by the Cataloguing Department are in the Appendix.

Binding

It is axiomatic that the older a library is and the more its books are used, the more binding and repair work is necessary. With money made available from Fines it was possible to expand the usual allotment for this type of work. The total expenditure was \$4,270.50. It has been recorded that binding is four to five times higher now than in 1939 or prewar.

Exhibitions

The most ambitious exhibition arranged during the past year was that displayed during the Woodrow Wilson Conference. This proved of great interest even after this event was over, a total of more than 150 having signed the Visitor's Book. In addition the following exhibitions were arranged: "Diderot and Antiquity," "Explorations in the Arts and Sciences," "Don Quixote, 1605-1955," "Wolfgang Amadeus Mozart, 1756-1956," "Benjamin Franklin, 1706-1956," "William Blake, 1757-1827," and "Recent Gifts of Alumnae."

Staff

It is with the greatest pleasure that I say that there were no changes in the library's staff this year. The experience which comes with continuity of work and shared responsibilities has made for an increased smoothness of operation. At this time I would like to record my gratitude to the staff for its hard work and wholehearted cooperation.

Respectfully submitted,

JANET M. AGNEW
Head Librarian

LIBRARY STATISTICS

<i>Size and Growth</i>		1955-56	1954-55
Total number of volumes in accession record, 30 June 1956		255,330	
Total books and pamphlets withdrawn		14,834	
Total accessioned volumes		240,496	
<i>Accessions</i>		1955-56	1954-55
Added by purchase		2,861	2,931
Added by gift		1,788	1,240
Added by binding serials		973	571
Added by exchange		25	21
Added by replacement		37	60
Total books and pamphlets added		5,684	4,823
Total volumes withdrawn		433	644
Net added		5,251	4,179
<i>Classification and Cataloguing</i>		1955-56	1954-55
Titles catalogued		3,513	3,754
Volumes and copies added		2,452	1,970
Total added		5,965	5,724
Titles recatalogued		66	49
Cards added to catalogue and shelf list		15,754	16,074
Cards added to departmental catalogues		3,635	5,612
Cards sent to Union catalogue		3,700	3,790
Haverford cards copied		1,026	1,620
Swarthmore cards copied		62	10
Microfilms catalogued		0	13
Titles prepared without Library of Congress cards		760	1,165
Titles prepared with temporary cataloguing		1,069	....
<i>Circulation</i>		1955-56	1954-55
Total Circulation		43,443	42,956
Total student circulation (undergraduate and graduate)		31,110	30,640
Average number of books borrowed per student		38.74	40.2
Total undergraduate circulation		22,901	22,746
Average number of books borrowed per undergraduate student		36.17	36.2
Total graduate circulation		8,209	7,694
Average number of books borrowed per graduate student		48.2	57.8
Total faculty and staff circulation		8,873	9,001
Outsiders (Haverford, Friends of the Library, Alumnae, Inter-library loan)		3,460	3,315
Books on Reserve (not counted in Circulation)		7,491	7,100
Circulation of books on Reserve during Library hours		37,704	40,994
Circulation of books on Reserve overnight		6,420	6,078
Circulation of books on Reserve over holidays		381	495
Average number Reserve books borrowed per undergraduate		55.29	62.47
Average number Reserve books borrowed overnight per undergraduate		10.5	9.67
<i>Inter-library loan</i>		1955-56	1954-55
Titles lent		1,025	795
Titles borrowed		600	604
	<i>Library</i>	<i>Income from</i>	
<i>Expenditures</i>	<i>Appropriation</i>	<i>Endowed Funds</i>	<i>Donations</i>
Books	\$ 7,934.97	\$5,464.89	\$3,682.93
Periodicals ...	3,792.02	452.23	730.53
Binding	3,375.37	895.13	.....
Supplies, etc. .	2,501.09	.....	175.00
Grand Total ..	\$17,603.45	\$6,812.25	\$4,588.46
			\$29,004.16

LIST OF DONORS TO THE LIBRARY

- WILLIAM C. ACKERMAN
SEYMOUR ADELMAN
MISS JANET M. AGNEW
A. JOHN ALEXANDER
*MRS. H. I. ANDERSON
(Marian Carter)
PETER BACHRACH
MRS. BRANDON BARRINGER
*MRS. IRLAND M. BECKMAN
(Elizabeth Hurlock)
CHRISTOPHER BELL
*MRS. ERNST BERLINER
(Frances Bondhus)
ERNST BERLINER
L. JOE BERRY
WARNER B. BERTHOFF
MISS CAROL BIBA
MISS ALICE M. BIDDLE
*MISS ELEANOR A. BLISS
MRS. GIDEON BOERICKE
*Bequest from the library of
EMILY WHITNEY BRIGGS
JEROME BRODY
T. ROBERT S. BROUGHTON
DONALD R. BROWN
MISS NORRELLE W. BROWNE
CURT F. BUHLER
*MRS. ALAN CALVERT
(Mary Githens)
RHYS CARPENTER
*MRS. ALFRED L. CASTLE
(Ethelinda Schaefer)
DR. AND *MRS. CHARLES LYON CHANDLER
(Margery L. Brown)
*MRS. EDWARD M. CHESTON
(Emily Read Fox)
*MISS CHARLOTTE I. CLAFLIN
*MISS DARTHELA CLARK
MISS MARY B. COMSTOCK
*MRS. REAVIS COX
(Rachel Dunaway)
MRS. ALEXANDER L. CRAWFORD
*MRS. JAMES L. CRENSHAW
(Louise Hodges)
MRS. BERNICE BROWN CRONKHITE
*From the library of
EMILY R. CROSS
MRS. JOHN B. DALE
ROBERT S. DAVIDON
*MISS FREDERICA DE LAGUNA
*MRS. DOUGLAS DELANOV
(Eleanor Marquand)
*MISS MERIBAH C. DELAPLAINE
SENATOR PAUL H. DOUGLAS
MRS. NORTON DOWNS
MRS. HENRY S. DRINKER
*MRS. LINCOLN DRYDEN
(Clarissa Compton)
LINCOLN DRYDEN
*MISS ELEANOR SHIPLEY DUCKETT
ARTHUR P. DUDDEN
MRS. E. L. DUDLEY
*MISS GERTRUDE ELY
MRS. MALCOLM FARMER
CHARLES E. FEINBERG
JOSÉ FERRATER-MORA
*MISS OLIVE B. FLOYD
*MISS LOUISE CONGDON FRANCIS
MISS FLORENCE FULTON
MISS ISABEL GAMBLE
*MISS MARY S. GARDINER
FELIX GILBERT
MISS VIRGINIA C. GILDERSLEEVE
*MISS MARGARET GILMAN
*MISS PAULINE GOLDMARK
*MRS. JOHN D. GORDAN, JR.
(Phyllis Goodhart)
JOHN D. GORDAN, JR.
REV. WILLIAM J. GORMLEY
MISS CARLA GOTTlieb
DR. A. C. GREHORE
*MISS LAURA GUGGENBUHL
MR. AND MRS. CHARLES C. HAFFNER, JR.
*MISS MARY E. HERR
*MISS FLORENCE HITCHCOCK
CLINTON N. HUNT
HOLLAND HUNTER
FRITZ JANSCHKA
MRS. ELDRIDGE REEVES JOHNSON
MRS. WM. ERNEST KERSHAW
MRS. JACOB J. KOHLHAS
*MISS MARY LAMBERTON
*MISS MABEL LANG
*MISS EDITH H. LANMAN
RICHMOND LATTIMORE
*MRS. HUGUES LEBLANC
(Virginia Graham)
HUGUES LEBLANC
*MISS GERTRUDE LEIGHTON
JOHN A. LESTER, JR.
*MISS MARY OWEN LEWIS
MRS. W. B. LINN
RICHARD W. LLOYD
MRS. J. H. LOGAN
MISS ANGELINE LOGRASSO
*MISS ELMA LOINES
*MRS. CHARLES G. LORING
(Katharine Page)

* Alumna or former student of Bryn Mawr College

- MRS. EDWARD S. LOWER
 *MISS RUTH STOCKING LYNCH
 *MISS KATHARINE E. MCBRIDE
 SAMUEL K. MCCONNELL, JR.
 MRS. W. LOGAN MACCOY
 *MISS BEATRICE MACGEORGE
 *MRS. ARCHIBALD MACINTOSH
 (Margaret Taylor)
 *MRS. SUSAN DELANO MCKELVEY
 *MRS. HENRY J. MALI
 (Katherine Strauss)
 JUAN MARICHAL
 *MRS. WALTER C. MICHELS
 (Agnes K. Lake)
 WALTER C. MICHELS
 *MISS EMMA GUFFEY MILLER
 *MISS MARIANNE MOORE
 *MRS. WALTER M. NEWKIRK
 (Alice Field)
 *MISS JANE OPPENHEIMER
 JOHN C. OXTOBY
 NORMAN PEARSON
 MRS. J. HOWARD PEW
 MRS. WALTER C. PEW
 *MISS BERTHA PHILLIPS
 *MRS. HENRY HILL PIERCE
 (Katharine Curtis)
 *MRS. JACOB M. PLAUT
 (Alice Sachs)
 MRS. HAROLD POUGH
 LOUIS M. RABINOWITZ
 *From the library of
 ELEANOR F. RAMBO
 CONYERS READ
 MARK S. REARDON
 MISS MARY T. REEVES
 JASPER B. REID
 KARL REUNING
 From the library of
 LILLIE F. AND CHARLES J. RHODS
 WILLIAM R. RICKETTS
- MISS CAROLINE ROBBINS
 MISS FLORENCE ROCKWELL
 LESSING J. ROSENWALD
 *From the library of
 EUNICE MORGAN SCHENCK
 *MISS MARGARET E. SCHWAB
 *MISS CATHERINE NEEDHAM SEVERANCE
 JOACHIM H. SEYPPPEL
 *MISS MARGARET H. SHEARMAN
 *MRS. M. S. SLAUGHTER
 (Gertrude E. Taylor)
 JOSEPH C. SLOANE
 *MISS HILDA WORTHINGTON SMITH
 *MRS. DONALD P. SMITH
 (Margaret Warner)
 ALEXANDER C. SOPER
 ARTHUR COLBY SPRAGUE
 MISS SARA STIFLER '56
 *MISS LILY ROSS TAYLOR
 MRS. WILLIAM SEYMOUR TYLER
 *MRS. JOHN M. VAN HULSTEYN
 (Yildiz Phillips)
 *MRS. JACQUES L. VAUCLAIN
 (Myra Elliot)
 CORNELIUS C. VERMEULE
 JACOB VINER
 Estate of DUREN J. H. WARD
 MRS. HERBERT STETSON WARREN
 EDWARD H. WATSON
 ROGER HEWES WELLS
 MR. AND *MRS. DONALD G. WING
 (Charlotte Farquhar)
 SALLY JEAN WISE '57
 *MISS MARY K. WOODWORTH
 EDWARD WOOLMAN
 MRS. WILLIAM JENKS WOOLSTON
 *MISS DOROTHY WYCKOFF
 GEORGE ZIMMERMAN
 MR. AND MRS. RICHARD Z.
 ZIMMERMAN, JR.

* Alumna or former student of Bryn Mawr College

REPORT OF THE COLLEGE PHYSICIAN

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1955-1956:

HEALTH

In general the health of the student population was good during the year 1955-1956. No chest X-rays suggestive of active tuberculosis were found among the 945 taken in November. No student with a communicable disease needed care in the infirmary since the few who contracted this type of illness were home on vacations at the time.

The total numbers of those admitted to the infirmary and treated in the dispensary remained about the same in the past five years though, for no apparent reason, the numbers were noticeably fewer than usual in both departments until after the Christmas recess. There was, however, a definite increase in the number of patients both treated in the dispensary and cared for in bed suffering from a gastrointestinal infection. This was a reflection of a community-wide condition rather than a campus situation alone.

The dispensary load was especially heavy in April and May this year owing to the increased number of immunizing procedures given students and faculty before foreign travel or summer work. Again influenza virus vaccine was offered free to the college community and was administered to 303 individuals.

For the fifth year the dispensary visits totaled more than 7,000. Of these over 5,200 were made by students, 500 were made by employees and nearly 400 by faculty and staff for treatment or special immunizations. The remainder were visits during the mass immunization against influenza and for physical examinations. Records kept for the first time this year show that of about 5,700 visits of students and employees 11 per cent were seen by both the physician and a nurse, the remaining 89 per cent by a nurse alone. Those seen by the physician were problems of either diagnosis, treatment or emotional adjustment. Of the 400 visits of faculty, staff and non-resident graduate students 99 per cent were cared for by a nurse alone. By infirmary policy only emergency care and prophylactic immunizations are offered to these groups so that only for certain emergency care is the physician consulted.

GIFTS

As a non-profit hospital accepted for listing by the American Hospital Association the Infirmary was included in the group of recipients of grants from the Ford Foundation. Architects' plans for the expenditure of the \$10,000 gift will provide when executed, increased space and improved utility of existing facilities.

STAFF

During a part-time leave of absence, in the form of two days a week, granted for study by the directors to the college physician in lieu of a sabbatical leave, the Infirmary was fortunate to be able to have the help of Dr. Katherine O'Shea Elsom. Her medical knowledge and experience, her keen interest in the students and her sympathetic understanding of their problems made her a valuable member of the Infirmary team.

Except for this there were no staff changes this year.

Again I would like to express my appreciation to the staff for their work for and interest in the students and to the officers of the administration for their cooperation and their support of Infirmary policies.

Respectfully submitted,

ELIZABETH HUMESTON, M.D.

College Physician

SUPPLEMENT TO PHYSICIAN'S REPORT

INFIRMARY REPORT

Five-Year Summary

Year	Total Infirmary Admissions	Total Infirmary Days	Average Daily Census	Total Dispensary Visits	Average Daily Number of Dispensary Patients
1951-52	581	1458	6.0	7182	29.9
1952-53	620	1414	5.89	7360	30.7
1953-54	551	1507	6.28	7227	30.1
1954-55	579	1382	5.72	7076	29.5
1955-56	555	1485	6.46	7041	30.6

Monthly Admission Summary

Semester I	Sept. & Oct.	November	December	January	Total
1955-56	55	67	37	82	241
Semester II	February	March	April	May & June	
1955-56	71	75	88	80	314

Infirmary Diagnoses 1955-56

Diseases of the Psychobiological Unit	Semester 1	Semester 2	Total
Psychophysiologic visceral disorders	1		1
Psychoneurotic disorders	7	10	17
Personality disorders		4	4
Transient situational personality disorders	6	10	16
Diseases of the Body as a Whole			
Viral infections	11	11	22
Infectious mononucleosis	5	2	7
Reaction to drug or vaccine	1	2	3
Acute allergic reaction		1	1
Exhaustion		2	2
Fatigue	30	33	63
Diseases of the Skin			
Abscess	3		3
Cellulitis	2		2
Herpes simplex		2	2
Dermatitis venanata	1	2	3
Burn	1		1
Contusion		2	2
Laceration		2	2
Pityriasis rosea	1		1

	Semester 1	Semester 2	Total
Diseases of the Musculoskeletal System			
Fracture	1		1
Strain		1	1
Sprain	3	1	4
Contusion	3		3
Myositis	2	5	7
Diseases of the Respiratory System			
Common cold	48	60	108
Sinusitis	13	20	33
Tracheitis	1		1
Bronchitis	2		2
Pneumonitis	1		1
Diseases of the Cardio-Vascular System			
Cardio renal vascular disease		1	1
Diseases of the Digestive System			
Dental conditions		3	3
Gingivitis	1		1
Pharyngitis	14	9	23
Tonsillitis	3	8	11
Gastro-intestinal conditions	51	45	96
Appendicitis		1	1
Hemorrhoids		1	1
Diseases of the Urogenital System			
Urinary tract conditions	3		3
Pelvic inflammatory disease		1	1
Menstrual conditions	6	14	20
Ovarian cyst		1	1
Mittelschmerz	3	4	7
Diseases of the Nervous System			
Migraine		4	4
Diseases of the Special Sense			
Inflammation of the lacrimonasal duct		1	1
Otitis externa		1	1
Myringitis		1	1
Non-diagnostic Terms			
*Basal Metabolic Rate Determination	2	22	24
Completion of academic work		1	1
Observation	4	6	10
Preoperative preparation		5	5
Post operative care	4	5	9
Sleeping privilege	7	7	14
Symptoms undiagnosed		3	3
TOTALS	241	314	555

* B.M.R. 4 done when patients were admitted under another diagnosis—therefore total — 28

REPORT OF THE CONSULTING PSYCHIATRISTS

To the President of Bryn Mawr College

Madam:

We have the honor to present the following report for the academic year 1955-1956:

This past year has seen the continued activity of the psychiatric consultation service as part of the over-all student health service offered by the college to the students. This service, like the other phases of the over-all health service, has as its primary goal the prevention of disorders among college students. This preventive technique aims at isolating those factors which may presently exist and will either now or in the future contribute to the individual student's maladjustment, unhappiness or frank emotional illness. It is noteworthy that among college students most of our work can be preventive rather than remedial. Although both preventive and remedial techniques are therapeutic, the emphasis in the college student is largely preventive since the emotional reactions, behavior patterns and psychic conflicts are not yet too firmly fixed to be influenced by treatment.

Our secondary goal has been the detection of emotional problems among the students which are of a more serious nature; that is, those students who already show emotional conflicts of sufficient severity to warrant remedial rather than preventive techniques. In any given year the number of students who need more than short-term therapy (one to five interviews) numbers about 10 to 20 per cent of the total number of students who consult us. This year there were eleven students whom we felt needed long-term therapy. Where it is found a student needs more than short-term therapy, it is our policy to refer the student for psychiatric help outside the college. Accordingly, we referred eight students for outside help this past year. Three students, because they were unable to secure sufficient financial backing, were unable to accept referral to outside sources. Therefore, when time permitted, they were seen by the consulting psychiatrists throughout the year. Although this is not an ideal arrangement, it has been possible to carry it out when the demands on the consultants' time are not excessive. The five-year summary follows:

	Number of Students Consulting	Number of Interviews
1951-1952.....	26	95
1952-1953.....	47	173
1953-1954.....	56	251
1954-1955.....	55	201
1955-1956.....	43	192

Our work is aided immeasurably by the consistent support and encouragement we receive from the whole college community; beginning with President McBride and including the Deans, the Faculty, the Wardens, and last, but closest to us and most important, the Staff of the College Infirmary, Dr. Humeston, Miss Farr, Dr. Sharpless, and during this past year, Dr. Katherine Elsom. To these people we give our sincere thanks for helping us to make this a most enjoyable, successful and rewarding year.

Respectfully submitted,

RICHARD G. LONSDORF, M.D.

HOWARD B. SMITH, M.D.

Consulting Psychiatrists to Bryn Mawr College

REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1955-1956:

The year 1955-1956 was comparatively smooth running throughout, with neither high nor low points to mark its course. The damage Hurricane Diane caused to the hockey fields was quickly remedied, and the all-weather tennis courts were eventually restored to use although not without considerable expense. The Department expresses its appreciation for the interest and understanding on the part of the Trustees in their readiness to order the damaged courts rebuilt.

The previously existing problems of scheduling classes were met by introducing a totally different system which enabled every student, with few exceptions, to engage in the activity of her first choice. This plan can continue as long as the system for scheduling academic classes does not alter too much. The Athletic Association, whose activities necessarily are closely tied to department teaching, equipment and facilities, enjoyed one of its most active years in terms of participation and enthusiasm. It offered a widely diversified program ranging from its usual varsity and intramural sports, and ski trips, to participation in a nationally organized intercollegiate bridge tournament, and an informative talk on football rules given by a former football head coach. Thus it was possible for the most and the least active individual to find some recreational outlet.

The fall and spring seasons, offering hockey, tennis, lacrosse, golf and riding, are most consistently satisfying to the student, perhaps because of the opportunity to be out of doors. On the whole, the space requirements for these activities are adequate or nearly so, provided classes can remain at the present size and number. The hockey and lacrosse fields, well located and well maintained, are among the best in the area. Arrangements for riding made with a nearby stable afford good instruction, fairly good horses and transportation accommodations. Classification within sports, particularly tennis and golf, into beginning, low and high intermediate, and advanced sections makes possible better teaching and learning opportunities. In tennis, the administration of a standardized test combined with a subjective rating by the instructor

serves as a basis for class placement should the student elect to continue tennis at a future season.

The indoor season, from Thanksgiving until spring vacation, offers basketball, badminton, fencing, folk and modern dance, swimming, skating and volleyball. We are fortunate to be permitted to continue, on a limited basis, our use of the facilities of the Philadelphia Skating Club and Humane Society in Ardmore. Its tremendous growth in membership has forced the club to restrict the use of the rink to its members only, with the exception of our Bryn Mawr College group. By having fencing and modern dance taught by part-time instructors, popular requests for these areas of activity are satisfied. Already full teaching loads, plus inadequate teaching ability in these specialized fields, would not permit the four full-time staff members to meet these needs. The large gymnasium room is vastly improved for both basketball and badminton since the running track has been removed and protective screens have been put over the windows. Swimming is a popular sport, particularly in the winter season. In addition to heavy registration in swimming classes and American Red Cross Water Safety courses, there was considerable enthusiasm for plunge hours, especially during the January and May examination weeks.

For some time it has been the Department policy to offer a wide range of activity for selection by the student. This has meant the use of facilities to their utmost capacity, especially indoors, and at times the curtailment of some activities. One large gymnasium and the very small adjoining room have their limitations. Late afternoon classes in the gymnasium necessarily are dovetailed in scheduling so that one class goes on the floor before equipment from the previous class can be removed. Modern dance, by its very nature of activity, must use the large room. The total schedule of available rooms permits only two sections of dance classes and so these are usually very large, thus, not conducive to the instructor's standard of good teaching. Fencing is necessarily limited in class size by the small room in which it must meet. Previous attempts to use the Graduate Center gymnasium were abandoned because the area was too confining, the distance proved an undesirable factor, and the difficulty in physical maintenance for the occasional use of the building added to the total problem. Specific needs other than more indoor space would include as a "must" the modernizing of the swimming pool plant, and at least a total of eight all-weather tennis courts. There is also a real need for better facilities for golf which now uses the fields adjoining the Graduate Center. This area, while not too bad for

beginners' classes, offers nothing for the intermediate or advanced player. The intermediate player finds no satisfaction in using plastic balls and space does not permit her to do more than drive a regulation ball not too far and with no objective, but she is not welcome on a public course. A challenging three-hole course, or nine, would be a worthwhile addition to the sports and recreational facilities of the College. Even the advanced player would benefit with such a set up, for frequently time does not permit her to play a crowded nine-hole course where she must wait her turn for every play.

This report would be incomplete without mentioning the constant help this Department receives from the Administration and all other departments with which it necessarily has contact. What could be a difficult requirement to administer and teach is made the easier and surely more pleasant as a result of the fine cooperation given in so many ways.

Respectfully submitted,

IRENE A. CLAYTON

Director of the Department of Physical Education

REPORT OF THE DIRECTOR OF HALLS AND THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

To the President of Bryn Mawr College

Madam:

We have the honor to present the following report for the academic year 1955-1956:

Nature abhors a vacuum and so does Bryn Mawr. At the mere suggestion of vacant space a dozen contenders rush in with banners flying. The decision of the Board to renovate the old stable back of East House made possible a series of changes which affected areas from the top of Taylor to the basement of Merion. In the summer of 1955 the stable was converted into a laboratory for the Psychology Department which gladly moved from its cramped quarters in the little building back of Merion. The present laboratory has class rooms and rooms for experimental testing on the first floor, more space and accommodation for psychology mice on the second.

"The little building back of Merion," which originally served as the College Infirmary, then the psychology laboratory, has now become the home of the College Book Shop. The careful planning of Mrs. Nahm has resulted in a most successful and attractive book shop. In addition to the shop itself, the neighboring sheds were taken for the book shop storage which had been housed in the basement of Merion. It has been a major improvement to have rescued both shop and storage from their cramped basement space, to have put them under the same roof and to have located them on a driveway where deliveries are no longer a problem.

The abandoned Taylor basement space, though inadequate for the expanding book shop, provided most welcome room for the offices of the Bureau of Recommendations. Three offices for staff and a reception room were made out of the old book shop. The bureau, which had suffered the inconvenience of operating on different floors, was glad to come down from the Taylor tower to the Taylor basement, and while they lost their aerial view they also lost their aerial climb.

The rooms left by the departure of the bureau are being used for additional Taylor offices. Moving Day, when these offices of necessity all moved at the same time, is one the Buildings and Grounds Department will long remember.

Major improvements in the halls of residence included the installation of an electric elevator for trunks in Merion which replaced an old hand operated one, an electric dumb waiter in Radnor and a new oak floor in the Merion dining room. This floor had been in the Building and Grounds summer work budget for years—and reluctantly cut out because of expense. It was badly needed and is now greatly appreciated by the hall.

In accordance with the plan for converting to A.C. current, additional buildings have now been converted: College Inn, the Infirmary, Cartref, Dolgelly, East House and Rockefeller.

The summer work of the Buildings and Grounds Department was suddenly and unexpectedly increased by the flood resulting from the August hurricane, Diane. To everyone's astonishment the little creek between Rhoads and the President's house, which is only a trickle, became a rushing river which flooded and ruined two tennis courts, deposited quantities of mud in the Power House and created thousands of dollars worth of damage to motors. It was necessary to send these motors away for reconditioning, and they were barely finished in time for the opening of college. To prevent similar damage from any future flash flood a retaining wall was built near the tennis courts and a tunnel dug near Low Buildings to carry off an overflow.

During the summer months it became increasingly apparent that there would be more students in college than space to house them. The "August drop" did not occur; the "September drop" turned into a September increase, and the Buildings and Grounds Department lay awake nights counting rooms instead of sheep—with less soporific effect.

Space for the last half dozen students was provided by renting rooms from a friend and neighbor of the College, Mrs. Longmaid. Students took their meals in Rhoads, and they became known as the Rhoads Annex. By the second semester it was possible to absorb these girls in the halls of residence.

With the opening of college the Buildings and Grounds Department settled down to routine operations and to the pleasure of living with the improvements of the summer.

Respectfully submitted,

CHARLOTTE B. HOWE

Director of Halls

HORACE T. SMEDLEY

Superintendent of Buildings and Grounds

REPORT OF THE ACTING DIRECTOR OF THE CHILD STUDY INSTITUTE

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1955-1956:

In the absence of Dr. Cox, who was on sabbatical leave, the successful operation of the Child Study Institute was made possible through the cooperation of the entire staff.

Indeed, this cooperation was one of the outstanding characteristics of the year. There was a delegation of the administrative duties which are usually carried entirely by the director; and in order that this might be accomplished without interference with the ever-enlarging program in the Lower Merion Township Schools and in the clinic, additional personnel was employed during the year.

Miss Marguerite Saltzman assumed responsibility for the supervision of all psychological tests during the year—both in the schools and in the clinic.

Mrs. Elsie Waelder served during the year as counselor in the schools for two days each week, thus helping to fill the growing demand for counselor service without necessitating a limitation of the other services which the Institute offers and of which the community, as a whole, is becoming increasingly aware.

Mrs. Lois Taber, a regular member of the staff, served as counselor in two schools, carried a number of clinic cases and added to these regular duties the supervision of two counselors and of one student from the Bryn Mawr program in Social Work. She assisted also in the Study-Counseling for Bryn Mawr students. Miss Lelia Brodersen and Miss Eleanor Beatty, staff members, assisted in this Study-Counseling besides filling the heavier-than-usual demand for psychological testing. Mrs. Janice Schulman, working this year as a full-time staff member, served as counselor in three schools and carried a substantial clinic load. We were all pleased, too, to have Mrs. Andrina Duff, a Bryn Mawr student in Social Work, with us for two days a week both as counselor and as clinic worker. And Dr. Cox, while on sabbatical leave, gave time weekly to work as counselor in one of the Elementary Schools.

In the clinic Dr. James Delano continued to give a full day's time weekly for work with children and for consultation with Psychologists and Counselors; Drs. Kenneth Gordon and Margaret Dealy were able to give one-half day each. The twelve hours thus made available for psycho-

therapeutic work with children were consistently filled throughout the year. There was as well a substantial waiting list.

In describing the cooperative efforts of the staff, special thanks and warm appreciation must be given to Mrs. Frances Brodhead, our capable secretary. Without her patience and steady helpfulness, the year could not have proceeded so smoothly.

During the year, all ten of the Elementary Schools in the District used the counseling services. A counselor was in six of the schools for one day each week; in two of the schools for one-half day each week; and in two other schools two days each week.

Perhaps the afore-mentioned cooperation of the staff was best demonstrated by the monthly meetings, held after working hours, in which psychologists and counselors participated. There were two objectives of these meetings: a better understanding of the different disciplines through discussion of individual children who were known to both psychologist and counselor; and an understanding of the type of school children who are most readily accessible to counseling techniques as opposed to those who can be helped only by intensive psychotherapy. This latter objective could not be reached in one year for it is a challenging subject which will require much study.

A second characteristic of the year was the solidification of gains already made. The Institute's service has definitely become a part of the Public School program. The children referred for study reflect the awareness which has developed in teachers for the pupil who—although not an overt "behavior problem"—is not functioning satisfactorily and is unable to make use of the many opportunities for mastery in various areas which the school experience offers. In the vast majority of children referred, full psychological studies with varieties of personality tests were indicated. Careful reports were written on all the children with follow-up interviews with parents and teachers wherever this was requested.

There was, as well, an increased number of interviews with teachers and the psychologists or counselors about children who, although not directly referred for testing and for counseling, were causing concern to school personnel. This was also true of parents who, having learned of counseling services in the schools, came in "just to talk" about a child.

Throughout the country, there is a growing recognition of the value of a school program such as ours. It is gratifying to be a part of a service with such vital potential for continuing growth and helpfulness.

Respectfully submitted,

CORNELIA T. BIDDLE

Acting Director, Child Study Institute

REPORT OF THE CHAIRMAN OF THE COMMITTEE ON
THE MADGE MILLER RESEARCH FUND

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1955-1956:

The Committee made nine grants last year as follows:

Grant 175—Dr. Ernst Berliner—Purchase of a stirring motor . . .	\$ 26.00
Grant 176—Dr. Frances Berliner—Chemicals and analyses	54.85
Grant 177—Dr. Carla Gottlieb—Photographs	50.00
Grant 178—Dr. David Green—Photostats	14.55
Grant 179—Dr. David Herlihy—Microfilms	40.00
Grant 180—Dr. Jane Oppenheimer—Purchase of special fixative	45.00
Grant 181—Dr. Eugene Schneider—Preparation of charts and graphs and typing	100.00
Grant 182—Dr. Joseph C. Sloane—Photographs	50.00
Grant 183—Dr. Hugues Leblanc—Rental of a calculator	30.00
Total	<u>\$410.40</u>

Respectfully submitted,

ELEANOR A. BLISS
Chairman of the Committee

REPORT OF THE BUREAU OF RECOMMENDATIONS

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1955-1956:

The demand for college graduates continued to be high, both for alumnae with experience and for the members of 1956. There was an increase in the number of interesting and responsible positions coming in for the alumna with experience. For the new A.B., the emphasis was still on science majors and secretaries. The Speedwriting course given on the campus under student auspices has had a good effect on the attitude of undergraduates toward beginning in a secretarial capacity. It has gone much better as a student enterprise than other courses started in the past.

The change in the Federal Civil Service examination for beginners in professional positions made many more members of the Class of 1956 eligible for government positions but, as far as the Bureau knows, no one accepted the jobs which were offered. Several students were considered for Management Internships although they had not passed or even offered that specialized examination. All with grades of 90 or better in the morning general tests were given a chance at Management Internship.

Recruiting representatives continued to come to the college from such government agencies as the State Department, the Social Security Administration—a first visit, the Central Intelligence Agency and the National Security Agency—both customers of long standing, the David Taylor Model Basin, the U. S. Information Agency—a first visit, the WAVES, WAC and Marines. Business was represented by International Business Machines, the New York Life Insurance Company, and Young and Rubicam—a first visit. Recruiters for science majors included the Rockefeller Institute for Medical Research—a first visit, the Experimental Towing Tank, Westinghouse Commercial Atomic Power Company—also a first visit, the Bell Telephone Laboratories, Ciba Pharmaceutical Company, duPont, H. J. Heinz for summer tomato analysts, Shell Development Company, General Electric, and Combustion Engineering, Inc.—a first visit. United Aircraft came looking for students of any major willing to be trained as engineering aides. This was a first visit. General Electric was also interested in engineering aides and in economics majors.

In some cases, these representatives had no student interviews but they had an opportunity to talk to members of the faculty and to see the college. Other recruiters offered themselves but, as there were no students interested, they did not come. Others who had visited the college in the past without success decided not to try again. It is always possible to invite representatives from department stores, airlines, welfare agencies, etc.; and all in all, it is possible for students to find out about a good many different kinds of jobs without leaving the campus.

Recruiters for summer jobs included government as well as industrial laboratories, camp directors, and mothers of families wishing baby-sitters.

The Harvard-Radcliffe Training Program in Business Administration and the Barnard-NBC Summer Institute of Radio and Television also visited the college, the Radio Institute for the first time. *Mademoiselle* gave its annual tea at which Patricia Gilmartin, a Guest Editor for 1955, explained the different contests which the magazine sponsors and what they may lead to in the way of opening doors to jobs. In this connection, it may be noted that Adele MacVeagh was one of the 1956 Guest Editors and that Anne Hobson won the Fiction Contest. In a related connection, Patricia Gilmartin won an honorable mention in the *Vogue* Prix de Paris contest.

The recruiting situation was greatly eased by the new interview room and we are also glad to report that many students used the reading room for browsing and getting information about jobs in general or in particular.

Only two vocational conferences were held, one on summer jobs and the other on "Jobs with an International Flavor." The Bureau continued to put job notices on hall bulletin boards and made the customary job résumés for the senior and sophomore classes. The *College News* has discontinued its job column but the radio station occasionally broadcasts material which the Bureau sends to it.

Another wage survey of winter undergraduate earnings was attempted. Returns fell off a good deal and it was decided, after consultation with the deans, not to repeat it this year, perhaps not for another three years. It was felt that once in a college generation was possibly all that the traffic would bear.

Total earnings of the undergraduates were reported as around \$24,000, with about half coming from the college and the other half from the outside. Almost exactly 50 per cent of the students reported paid jobs during the year but 38 per cent of these reported on one semester only. The figures were 272 students working in the first semester

and 278 in the second. Average earnings were low, with 181 students giving totals of \$50 or less. Four reported between \$200 and \$300, and two between \$300 and \$400. Calls for baby-sitters far outdistanced the supply and other odd jobs went begging, indicating there was no lack of opportunity for students to make more than they did.

The report of summer earnings always runs a year behind, because the questionnaires do not go out until November after the League and other student organizations have made up their winter schedule of committees, etc. The 1955 survey showed 225 students earning \$95,000, an average of \$335 a student and an increase of about \$30 over 1954. Office work was the most frequent job, with average earnings of \$426 paid to 100 students. The highest average was in laboratory jobs—\$590 paid to seven students. Other kinds of positions paying over \$500 were: on newspapers—five students—average \$562; as telephone operators—two students—\$525; and miscellaneous technical work—eight students—\$550. The lowest average was in summer camps or other recreational centers—\$190 paid to 65 students. Six students worked only one week or less.

The Bureau ended its term on both the board of directors of the Alumnae Advisory Center and the Teacher Recruitment Committee of the National Association of Principals of Schools for Girls on which it had served for the last two years as the College Coordinator. Whatever effect this committee may or may not have had on the heads of schools in its efforts to get them to take beginning teachers, the influence did not appear in the choices of Bryn Mawr seniors. New A.B.'s teaching in schools fell off almost half in numbers between the classes of 1954 and 1955. The outlook seems somewhat better for 1956.

Meetings attended included two in New York at the Alumnae Advisory Center, one in Atlantic City with the heads of schools, and one at Vassar College with fellow members of the Seven Women's Colleges.

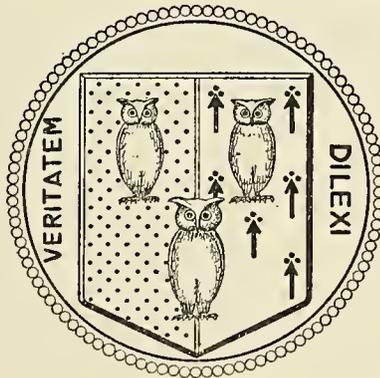
Miss Mertz continued to be the mainstay of the office without whom everything would fall apart. Miss Sherrerd did an outstanding piece of work with student jobs, both summer and winter. We are delighted that she will be with the Bureau again this year.

Respectfully submitted,

LOUISE F. H. CRENSHAW
Director of the Bureau of Recommendations

Bryn Mawr College Calendar

REPORT OF THE PRESIDENT
TO THE BOARD OF DIRECTORS
FOR THE YEAR OF 1956-1957



BRYN MAWR, PENNSYLVANIA

BRYN MAWR COLLEGE CALENDAR

Volume LI December 1957 Number 1

Published December, July, August and November
by Bryn Mawr College, Bryn Mawr, Pennsylvania

*Entered as second-class matter, May 28, 1940 at the post office, Bryn Mawr,
Pennsylvania, under Act of August 24, 1912*

CONTENTS

	PAGE
REPORT OF THE PRESIDENT OF THE COLLEGE.....	5
SUPPLEMENT I, CHANGES IN THE ACADEMIC STAFF.....	17
SUPPLEMENT II, FACULTY AND STAFF PUBLICATIONS.....	19
SUPPLEMENT III, OFFICIAL PUBLICATIONS, 1956-1957.....	25
SUPPLEMENT IV, GIFTS RECEIVED, 1956-1957.....	26
REPORT OF THE DEAN OF THE COLLEGE.....	27
SUPPLEMENT, STATISTICS OF UNDERGRADUATE STUDENTS.....	31
REPORT OF THE DEAN OF THE GRADUATE SCHOOL.....	35
SUPPLEMENT, STATISTICS OF THE GRADUATE SCHOOL.....	38
REPORT OF THE DEAN OF FRESHMEN AND DIRECTOR OF ADMISSIONS..	40
REPORT OF THE LIBRARIAN	43
LIST OF DONORS TO THE LIBRARY.....	49
REPORT OF THE COLLEGE PHYSICIAN.....	51
SUPPLEMENT, INFIRMARY REPORT.....	54
REPORT OF THE CONSULTING PSYCHIATRISTS	56
REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION.....	58
REPORT OF THE DIRECTOR OF HALLS AND THE SUPERINTENDENT OF BUILDINGS AND GROUNDS.....	60
REPORT OF THE DIRECTOR OF THE CHILD STUDY INSTITUTE.....	63
REPORT OF THE MADGE MILLER RESEARCH FUND	67
REPORT OF THE DIRECTOR OF THE BUREAU OF RECOMMENDATIONS..	68

Report of the President of the College

To the Directors of Bryn Mawr College:

I have the honor to present the following report together with the reports of other officers:

The first decade after the war was a time of strength and stability in the Bryn Mawr faculty and in successive student groups. It was a time of gradual change, and because the differences from year to year were moderate the work of the College, its size and its financing all seemed relatively stable too. Actually the differences have been of considerable magnitude. Over the period of a decade they have brought about marked changes for the faculty and for the students too.

Larger enrolments, the return of graduate students after the war, rising costs and more recently new opportunities for research funds outside the College, and within the College large gifts and bequests to help support its work—these cannot be reviewed in detail but a few figures will show some of the changes in the decade and the situation for the present year.

	1945-46	1955-56	1956-57
Faculty*	72	79	82
Teaching staff**	47	49	49
Undergraduate students	541	633	629
Oncoming freshmen	158	169	200
Graduate students	92	170	169
Total budget	\$998,288	\$1,877,447	\$2,051,705
Tuition—undergraduate	\$500	\$850	\$850
Tuition—graduate	\$250	\$600	\$600
Average salary in the faculty..	\$3,856	\$6,357	\$6,850
Endowment	\$7,476,470	\$11,429,931	\$14,967,385
Gifts and bequests	\$83,049	\$1,364,268	\$2,814,488

Changes of this magnitude, together with an urgency in higher education even greater than that which characterized the war years have led to a series of studies designed to assess our present position and prepare the way for major decisions. The first of these studies began two

* Largely full-time
 ** Largely part-time

years ago. One additional study was completed during the year 1956-57 and several others were started.

The recommendations made by the Committee on the Size of the College and voted by the Board in 1955-56 would increase the undergraduate enrolment by ten per cent. The graduate enrolment would be expected to rise, and increases in the Faculty would permit a greater range of work in the Graduate School.

In 1956-57 a Committee of the Board under the chairmanship of Mrs. Gordan and with two members of the Faculty began to study problems of space, not in the old and familiar terms of overcrowded buildings, but rather in terms of planning for the additional buildings now needed at the College and considering where on a relatively small campus they could best be set. The discussions were preliminary but served to bring out the tangle of questions involved. The Board in the spring authorized a full-scale study of campus planning.

A second group of Board and Faculty members restudied the problem of costs and fees with special reference to salary scales. Increases in salaries made in the long period since the war have been both substantial and welcome but the salary scales are still low. The present salary budgets have been financed partly by increases in tuition and partly by gifts to the College for endowment or expenditure—gifts from alumnae, from foundations, friends of the College and industry too. To supplement new funds in meeting rising costs and providing for further increases in salaries it was decided by the Board at the end of the year to raise tuition for 1958-59. The fees set are \$1100 for undergraduate and \$800 for graduate students. The interval of a year should permit better planning for students on scholarships and it also means postponing the increase so that no class will have had two successive rises in tuition. This interval is wise but it will make 1957-58 a very hard year from a financial point of view. The Committee on Costs and Fees will study costs again in 1957-58 with a view to searching again for any economies that would not disrupt work or seriously limit opportunity for Faculty or students.

The Faculty Committee on Teaching Load with Miss Gilman and Mr. Michels as co-chairmen made studies which are considered of an interim nature. Its business is to prepare figures for certain data which can be counted, like number of classes or number of students, and other data which cannot be counted. Illustrations in this second category are many: the supervision of a Ph.D. who runs into trouble in his or her

research, the conferences for seniors reading for final examinations, encouraging students to follow their own interests in choosing subjects for papers even if these interests lead them far from the subjects on which the professor had expected to spend extra time. Despite the known difficulties, the committee expects to make a report which will be helpful in long-range planning. For the present it was decided at a joint meeting of the Appointments Committee and the Committee on Teaching Load that in the expenditure of new income the Board should be asked to give highest priority to increases in the salary scale and that new appointments to the Faculty should be kept to a minimum.

A second committee with Mr. Berry as chairman got under way a study of the kinds of aid that might be brought to the Faculty other than through salary, notably extended medical insurance, larger retirement and perhaps more salary on sabbatical leave, a larger budget for expenses for professional meetings, the controversial Faculty Children Tuition Plan and the still more controversial problem of housing. It was understood that no recommendations could be made on these matters in time to affect the 1957-58 budget, that new income in 1957-58 would go toward salaries rather than toward "benefits" but that recommendations for these benefits when ready would be considered in relation to future salary increases.

A final study was in effect a survey of the College and all its operations. Bryn Mawr had in the spring of 1957 its first review by a Visiting Committee of the Middle States Association of Schools and Colleges. Standing committees of the Faculty—Curriculum, Graduate, Admissions and Library—took responsibility for appropriate parts of the survey and had some interesting discussions in the process. Two or more members of each of these committees then met together as an overall Survey Committee to consider both the reports of these committees and other parts of the survey. The procedure was on the whole satisfactory but more than we like in retrospect, the survey turned into a report of what we knew rather than an exploration of what we did not know. After the fact we recognize that for the Undergraduate College in any case we should have directed our studies along the lines of our particular interests, not spending so much time on the comprehensive factual material. As indicated in the reports of other officers, however, special parts of the survey were of great interest and these receive later comment.

To the Committee of the Middle States Association under the very able chairmanship of Mother O'Byrne we want to express appreciation.

We enjoyed the visit and feel indebted to the members of the committee for all their time and care.

THE FACULTY

Two retirements in 1957 bring home the fact of change despite great stability in the Faculty. Mrs. Manning retired after the most varied career in the history of the College. Acting President in 1919-20 and again in 1929-30, she became Dean in 1925 and resigned the Deanship to become in 1941 Professor of History and Chairman of the Department. On two occasions while Professor of History, she assumed other roles necessary to the College, first as Acting Dean of the Graduate School in 1943-44 and then as Acting Director of the Fund in 1948.

For a period of forty years she has done every kind of work for Bryn Mawr, leaving the College greatly in her debt. Indebted too are many individuals, for all the while she was engaged in any one of these appointments she was also advising, aiding, and directing people who had no reason to call on her except for the high value they attached to her judgment. Many of us have turned to her so often that we have diverted her from the history she most wanted to do. She now proposes to work entirely on her studies of the British Commonwealth and she turns to this work with the admiration and good wishes of all her friends.

Professor Horace Alwyne was appointed at Bryn Mawr in 1921 when the College, spurred on by a group of alumnae under Alice Carter Dickerman, opened a Department of Music. The Department shared in the rapid development of education in music in the United States, but its particular nature and interests are in large measure Mr. Alwyne's creation.

Mr. Alwyne is an Honorary Fellow, a graduate and a Gold Medalist of the Royal College of Music of Manchester. He came to Bryn Mawr with the background of a musician and a brilliant pianist. It was quickly evident that he was an extraordinarily talented teacher. The combination has been fortunate for Bryn Mawr. Mr. Alwyne on his retirement this year has been named John Hay Whitney Visiting Professor at Grinnell College for 1957-58.

Among the major appointments of the year was that of Mrs. Edward S. Lower, Acting Director of the Department of Social Work and Social Research, who was appointed Director. She continued to carry some of her responsibilities in the field of social research and she began a great deal of new planning for the Department. In the

spring, Mr. George Levinger of the University of Michigan was appointed Assistant Professor in Social Research.

New appointments to the Faculty which extend the range of work earlier offered have been made in Music and in Economics, both Departments which have been extremely shorthanded. In Music it is a pleasure to report that Mme. Agi Jambor of the Peabody Conservatory comes to teach the course in Bach and to direct the ensemble music we have so much wanted to make available to the students. Miss Sylvia Kenny who has been preparing the catalogue of a rare Bach collection at Baldwin-Wallace College has been appointed in Musicology. Mr. Morton Baratz, formerly of the Faculty of Haverford College, holds the new appointment in Economics. Mr. Morton Bitterman who has spent the last two years at the Institute for Advanced Study at Princeton has been appointed Associate Professor of Psychology and Chairman of the Department.

These and other new appointments during the year do not represent an unusually large number. Their importance, however, clearly underscores the fact that the test of any college in the coming years is going to be the quality of the professors it calls to its faculty. This is the old test of a college or university but so different will the future be from the past that institutions must find new ways of meeting the new situation.

With relatively few qualified persons for the very large number of appointments, institutions will be in severe competition with each other and in some fields, with industry and government as well. The strong institutions of the future will not necessarily be those that are strong at present but those rather that meet the new situation with effective action, which means action on a broad base. The appointment offered must give the professor work that is interesting and opportunity for continued advance in his own field. It must assure him a high degree of autonomy and a reasonable degree of tranquillity as well. Buttressing all the effort to provide good opportunity for work and essential to that effort are higher salaries, which we must continue to raise, and new ways of saving time and easing schedules, which will require both ingenuity and some new income.

Faculty salaries at Bryn Mawr were increased again for 1957-58, but only a small step at a time when larger advances are necessary. The problem of new increases for 1958-59 was then the serious problem that led to both new efforts to raise funds and the increase in tuition earlier

reported for the fall of 1958. Indicated above also are some of the other studies which should be pressed forward as rapidly as possible with the expectation that we can find not only through salaries but in other ways greater strength for the Faculty.

THE STUDENTS IN 1956-57

The reports of Mrs. Marshall and Mrs. Broughton for the Undergraduate College and Miss Bliss for the Graduate School include comments on the progress of the students. The year was a good one from the point of view of their work and more than usually active from the point of view of present student affairs and plans for the future.

Mrs. Crenshaw reports on the class just graduated, this year the class of 1957. Particularly interesting is the large proportion teaching or in graduate programs involving practice teaching (32 of the 148) and the proportion in graduate school (57 including the 15 in the graduate programs in education).

Within the college year the students had very extensive discussion about their own organizations. The Chapel Committee, after two years of study, was reorganized to become the Interfaith Association and moved from under the wing of the Undergraduate Association to constitute one of the "Big Six" organizations through which the students carry on the campus life. One of the most interesting meetings of the year is the joint meeting of the Chapel Committee, now the Interfaith Association, with the Religious Life Committee of the Board. This is a discussion of the past year's services, lectures and conferences and of the plans and also the expected problems of the coming year.

The students established an Arts Council within the Undergraduate Association and they have shown throughout the year unusual talent in the variety of programs in the arts.

Students became increasingly concerned in the course of the year about one of the few problems of crowding which has not been discussed in the Board. They have in student affairs and in social activities a parallel to some of our other problems—gradually increasing activity to the point of such overcrowding and inconvenience that they would like to "take over" Goodhart or even the College Inn and so find room to spread out. Miss Howe is working with them on temporary measures but the greatly increased scale of their activities must be taken into account in any overall campus plan.

THE DECISION TO BUILD

In October the Board authorized detailed specifications for the new science buildings to the north and south of Park Hall. Martin, Stewart and Noble were asked to prepare the drawings for the northern building for Biology first because a larger proportion of the available funds was designated for this purpose. When in December 1956, the National Institutes of Health made a grant toward the building the Board was able to decide to break ground at the earliest possible opportunity. The grant is in the amount of \$300,000, representing half the estimated cost of the research area of the building, and is made under the Health Research Facilities Act of 1956.

Plans for the building were delayed in the spring because of the heavy load of work in the architect's office but were just about completed at the end of the college year. It is expected that the building will be ready for the fixed equipment in July of 1958, and ready for regular work in September.

The College is greatly indebted to members of the Resources Committee who have been raising funds for this building and to members of the Department who have dropped their work at any time to prepare plans for it and to help with the fund-raising too.

The total building fund, about \$928,612.02 at the end of the year, was still under the amount needed for the first building and did not enable the Board to proceed with the building for Physics and Mathematics. This is a matter of concern to us, for the space and facilities in Dalton now used by these Departments are of course as antiquated as those which have been harassing the progress of both teaching and research in Biology. Efforts to raise approximately \$1,000,000 for the second building must therefore be undertaken at the same time the fund for the biology building is being completed.

THE PLAN FOR SOCIAL WORK AND SOCIAL RESEARCH

One of the most rapidly growing programs in recent years has been that in the Department of Social Economy.¹ Grants from the National Institutes of Health and the Office of Vocational Rehabilitation have permitted the Department to improve its program, particularly for the area in psychiatric social work and in medical social work. The great

1. To make clear its nature and purpose the Department during the year relinquished the name of Social Economy under which it had been founded and became the Department of Social Work and Social Research,

need for qualified personnel in both social work and social research has led the Department to extend its resources to the utmost, a fact which was noted by the visiting committee for the Middle States review.

Better provision for the essential work of the Department depends not only on additional appointments to the Faculty but on additional space. With 60 members of the Department—faculty and students—to 2500 square feet, it seems clear that new space will have to be found before even the most necessary appointment can be made.

During the year there was established a Committee for the Department with membership from among those in Philadelphia most interested in the welfare field and under the chairmanship of Mr. Evan Randolph, Jr. In a number of meetings the committee very helpfully reviewed plans prepared by the Department and developed a program of fund-raising in the amount of \$224,000 to provide additional space and to support over a period of five years additional faculty and teaching staff.

THE LIBRARY OVER A TEN-YEAR SPAN

Miss Agnew's report on the last ten years in the Library calls attention to very serious problems for the College. These are not new problems. The Library Committee has discussed them many times and Miss Agnew has repeatedly emphasized them. Mr. Charles David, studying the problems as consultant in 1955-56, reported that they were extremely serious, and certainly members of the Faculty are aware of the limitations to their everyday work and to all plans for their departments.

Nevertheless as Miss Agnew's report takes us back over the ten-year period of her appointment we see with a new clarity the irreparable damage that can be done by continuing limitations of space and present limitations of staff and budget. Within the space available the staff has accomplished extraordinary amounts of work, in cataloguing for example. The Friends of the Library have come to our aid and added wholly new resources. But the accomplishments of the staff and the accomplishments of the Friends of the Library present the only encouraging parts of the ten-year picture. Small changes in the Library have not overcome the serious crowding, more cataloguing could not be done without more staff and so more space, departments in any case had to keep a tight rein on book buying as costs rose—all these have seemed necessary limitations on a year by year basis. Judged in the perspective of ten years they should force us into rapid action.

A library might, I suppose, recover the books it did not buy in any one year, but can it recover the books it did not buy in ten years? We should set out to do so if we possibly can, asking departments to list their needs in relation to their teaching and research and not in relation to their present budgets. We may find that it is possible to take some additional temporary space; we shall have a little space when Psychology moves to the floors released by Biology in Dalton. The first priority must be buying books as they are needed and published. Then we must consider what the growth of the Library requires in terms of building. An extension of the Library or a supplementary Library has been referred to only "in the long term." Time has passed more rapidly than we think and what seemed to be a distant future is directly upon us.

GIFTS AND BEQUESTS TO THE COLLEGE

During the year 1956-57 gifts and bequests were received by the College in the amount of \$2,814,488. The grant from the Ford Foundation which raised the sights of the independent colleges all across the country, brought Bryn Mawr \$503,500 for endowment and \$312,500 in the Accomplishment Grant, a total of \$816,000. The income from the entire amount was applied toward the increase of faculty salaries.

The Resources Committee under the Chairmanship of Mrs. Delaney and Mrs. Frederick Peck and the Alumnae Fund, under the able leadership of Mrs. van Zonneveld and her newly elected successor Mrs. Penny-packer, greatly extended their efforts in behalf of the College. The urgency of the demands upon us made workers in both groups accelerate time schedules and try to increase both the number of donors and the magnitude of new gifts.

Among the many notable gifts was one made by Mr. and Mrs. G. Howland Chase and Samuel Guild to establish a Faculty Fellowship in memory of Eugenia Chase Guild, Class of 1952. This Fellowship, the first Faculty Fellowship at Bryn Mawr, is to be awarded with preference to the younger scholar and to the scholar in the humanities. Held when the member of the Faculty is on sabbatical leave, it should permit a year of study and research for the young person and without the delay that is often necessitated for financial reasons.

Among the gifts toward the building fund for the Science Center was a reunion gift from the Class of 1907, which on its Fiftieth Reunion gave \$35,436 for a laboratory in memory of the late President of the Class, Esther Williams Apthorp. Just about Commencement time and

most welcome as we worked for this building was the news from the Kresge Foundation that we should have a grant of \$50,000 for the building on the completion by June 1, 1958 of the fund for the estimated cost of \$990,000.

In the past year the strength and scope of the Alumnae Fund has been a source of great encouragement to the Alumnae Association and to the College. The Fund covered a period of fourteen months in order to establish a fiscal year which coincides with that of the College. Even with this somewhat longer fiscal period, a growth of 41 per cent in the Fund for 1956-57 is a remarkable achievement. The total Fund was \$155,966.

To the \$656,849 from the bequest of Mr. and Mrs. Charles J. Rhoads which was received by the College in 1955-56 was added this year \$1,452,988. Mr. and Mrs. Rhoads in their bequest have provided the largest single contribution ever made to Bryn Mawr. Mr. Rhoads' experience on the Finance Committee went back to 1907. After 1936 when he became Chairman of the Board he was often the person who had to make the final decision on any matter involving expenditures. Although he gave for specific purposes during his life, for example, \$50,000 for the science building the year before his death, the estate itself was left to the Trustees of the College without designation. No one knew better than Mr. Rhoads the strength that such a large unrestricted fund would bring the College. It is serving as endowment and the income from the Fund is being now used toward the salary increases of the last two years.

A DEFICIT YEAR

Despite care in planning the budget, despite the fact that salary increases were kept to moderate amounts and care was taken all along the line in holding down additional expenditures, the year ended with an operating deficit. The amount was \$37,573. Since no supplementary sum had been added to the budget from the 1946 Campaign to increase salaries the amount of the deficit was drawn from this account and the books closed.

ADELAIDE NEALL, CLASS OF 1906

Adelaide Neall's enthusiasm, imaginative thinking and apparently tireless energy were to be found in all her work for the College. In 1936 she began a five-year term as Alumnae Director, in 1942 she was

elected Director-at-large. Her membership on the Board continued until 1954 when ill health led her to resign.

First as Chairman of the Executive Committee of the Deanery and then as Chairman of the Deanery Committee she made herself responsible for all Deanery problems, from minor crises to top policy. Her interest was so compelling that she enlisted the aid of her friends, her classmates and many other alumnae and made them all friends of the Deanery.

During her term as Director-at-large she served also on the Executive Committee of the Board of the College. She was interested in everything that affected Bryn Mawr and even after her retirement from the Board was always ready to act for the College. Her colleagues on the Board will miss her ready interest and devotion and remember her with gratitude.

* * *

Even this relatively long account of the work of the year omits the heart of it, for it includes nothing directly about teaching, research or the planning for the curriculum. The reports of other officers and the publications of the Faculty carry my account further. Not even through these, however, can we give proper recognition to the brilliant achievements of individual members of the College and to their steadiness of purpose. Nor can there be any adequate record of the cooperative work which permits unusual flexibility in the academic plan and a flow of college events which is interesting and fine, though not without its surprises!

As the record which can be written shows, the year was extremely busy. Members of the Board were called on for far more work than could rightfully be said to be their lot. I want to express particular appreciation to Mr. Rhoads for his careful supervision of plans for the building and to Mr. Forsythe for his work in relation to the funds of the College and all the plans which involve new financing.

Thomas Raeburn White, President of the Trustees, at the end of the year completed his fiftieth year as Trustee. The members of the Board all join in congratulating the College on his long service, his perspicacity and his constant attention to the essential matter of high salaries.

Mrs. J. Ebert Butterworth as President of the Alumnae Association completes a term which has been extremely helpful to the College. We

are particularly indebted to her for initiating a study of the ways in which alumnae and college fund-raising could be better coordinated.

To Henry Cadbury as Chairman of the Board we turn with confidence, for he is wise in his counsel and always able to place the questions of the academic world in perspective. I want to express appreciation to him and to all the members of the Faculty and Staff who have helped to make the very busy year a satisfactory one. I am particularly grateful to Margaret T. Paul and Katharine B. Whelihan for the quality of their own work and for all the times they undertake work which should be mine.

Respectfully submitted,

KATHARINE E. MCBRIDE

President of the College

SUPPLEMENT TO THE PRESIDENT'S REPORT

I

Changes in the Academic Staff of Bryn Mawr College
October 1, 1956 to September 30, 1957

Leaves, 1956-1957

- RICHARD BERNHEIMER, PH.D., Professor of History of Art, on joint appointment with Haverford College, on leave of absence, semester I
- FELIX GILBERT, PH.D., Professor of History, on leave of absence, semester II
- RICHMOND LATTIMORE, PH.D., Paul Shorey Professor of Greek, on sabbatical leave, semester I
- MARGUERITE LEHR, PH.D., Professor of Mathematics, on sabbatical leave
- CAROLINE ROBBINS, PH.D., Professor of History, on partial leave of absence, semester I
- ARTHUR COLBY SPRAGUE, PH.D., Professor of English, on sabbatical leave, semester I
- MANUEL ALCALÁ, LITT.D., Associate Professor of Spanish, on leave of absence
- PETER BACHRACH, PH.D., Associate Professor of Political Science, on leave of absence
- FRANCES DE GRAAFF, PH.D., Associate Professor of Russian, on joint appointment with Haverford College, on sabbatical leave
- MACHTELD JOHANNA MELLINK, PH.D., Associate Professor of Classical Archaeology, on sabbatical leave, semester II
- FRANCES BONDHUS BERLINER, PH.D., Assistant Professor of Chemistry, on partial leave of absence, semester I
- ISABEL GAMBLE MACCAFFREY, PH.D., Assistant Professor of English, on leave of absence

Promotions, 1956-1957

- ANGELINE HELEN LOGRASSO, PH.D., to Professor of Italian
- MARY KATHARINE WOODWORTH, PH.D., to Professor of English
- DOROTHY WYCKOFF, PH.D., to Professor of Geology
- ARTHUR P. DUDDEN, PH.D., to Associate Professor of History
- HAROLD WILLIAM KUHN, PH.D., to Associate Professor of Mathematics

New Appointments, 1956-1957

- JOACHIM H. SEYPPPEL, PH.D., Associate Professor of German
- ROBERT A. RUPEN, PH.D., Assistant Professor of Political Science
- FREDERIC CUNNINGHAM, JR., PH.D., Lecturer in Mathematics
- OLGA LANG, Graduate, University of Moscow, Lecturer in Russian, on joint appointment with Haverford College

JEANNE L. WERTZ, PH.D., Part-time Lecturer in Social Work and Social Research
 RAYMOND F. BETTS, *D. d'Univ.*, Part-time Instructor in History on the Eloise
 Ruthven Tremain Memorial Fund
 PHILIP KOCH, PH.D., Instructor in French
 SOLEDAD MARICHAL, M.A., Part-time Instructor in Spanish
 MARIANNE W. MARTIN, M.A., Part-time Instructor in History of Art, semester I
 MARY ELIZABETH MEEK, M.A., Instructor in English
 MARIE MORISAWA, M.A., Instructor in Geology
 HERTA STEPHENSON, Part-time Instructor in German
 EMILY TOWNSEND VERMEULE, PH.D., Instructor in Greek

Visiting Professors and Visiting Lecturers, 1956-1957

PAUL SCHRECKER, PH.D., LL.D., Visiting Professor of Philosophy
 JOHN ELLSWORTH FREE, M.A., Visiting Lecturer in Education, semester I
 MILTON MYRON GORDON, PH.D., Visiting Lecturer in Sociology and Anthropology
 RUTH WALTON HAUN, M.A., Part-time Visiting Lecturer in Social Work and
 Social Research
 PAUL JANS, M.S.W., Part-time Visiting Lecturer in Social Work and Social
 Research
 VICENTE LLORENS, LIC.F.L., Visiting Lecturer in Spanish
 CLARID F. MCNEIL, M.A., Part-time Visiting Lecturer in Social Work and Social
 Research
 ALEX NICKON, PH.D., Part-time Visiting Lecturer in Chemistry, semester I
 DOROTHY BURR THOMPSON, PH.D., Visiting Lecturer in Classical Archaeology,
 semester II
 RUTH OLIVER STALLFORT, M.S., Visiting Lecturer in Social Work and Social
 Research
 ELIOT STELLAR, PH.D., Visiting Lecturer in Psychology

Retirements, Resignations and Expirations, 1956-1957

HORACE ALWYNE, F.R.M.C.M., Alice Carter Dickerman Professor of Music
 HELEN TAFT MANNING, PH.D., LL.D., Marjorie Walter Goodhart Professor of
 History
 MANUEL ALCALÁ, LITT.D., Associate Professor of Spanish
 RENÉ N. GIRARD, PH.D., Assistant Professor of French
 CORNELIUS CLARKSON VERMEULE, PH.D., Assistant Professor of Classical Archae-
 ology
 LUCY CARNER, M.A., Part-time Lecturer in Social Work and Social Research,
 semester I
 FREDERIC CUNNINGHAM, JR., PH.D., Lecturer in Mathematics
 SARAH FLEMISTER, PH.D., Part-time Lecturer in Biology, semester II
 MARGUERITE SALTZMAN, M.A., Part-time Lecturer in Education

ANN BERTHOFF, M.A., Part-time Instructor in English
 JANINE BRUNEAU, *Lic.es L.*, Part-time Instructor in French
 ANN CHOWNING, M.A., Part-time Instructor in Sociology and Anthropology
 MARIANNE MARTIN, M.A., Part-time Instructor in History of Art, semester I
 MARY ELIZABETH MEEK, PH.D., Instructor in English
 JACKIE MARIE PRITZEN, M.A., Instructor in English
 VLADIMIR SAJKOVIC, PH.D., Part-time Instructor in Russian
 ETHEL THURSTON, PH.D., Part-time Instructor in Music
 EMILY TOWNSEND VERMEULE, PH.D., Instructor in Greek

SUPPLEMENT TO THE PRESIDENT'S REPORT

II

Faculty and Staff Publications for the Year October 1, 1956 to September 30, 1957

- PETER BACHRACH, PH.D., Associate Professor of Political Science
 "Actitud de los Estudiantes Hacia la Autoridad: un análisis politico." *La Revista de Ciencias Sociales* 1 (1957) pp. 56-72
 Reviews in *La Revista*
- ERNST BERLINER, PH.D., Professor of Chemistry
 "Kinetics of Aromatic Halogenation. IV. The Bromination of Naphthalene in 50 Per Cent Aqueous Acetic Acid." *Journal of the American Chemical Society* 79 (1957) pp. 1425-1431. In collaboration with Marjorie C. Beckett
 "Relative Reactivities of Polynuclear Aromatic Systems. The Solvolysis of alpha-Arylethyl Chlorides." *Ibid.* 79 (1957) pp. 3849-3854. In collaboration with Nan Shieh
- FRANCES BERLINER, PH.D., Assistant Professor of Chemistry
 Review in *Journal of Chemical Education* 34 (1957) p. A354
- RICHARD BERNHEIMER, PH.D., Professor of History of Art
 "Theatrum Mundi." *The Art Bulletin* (1956) pp. 225-247
- L. JOE BERRY, PH.D., Professor of Biology
 "Effect of Components of the Tricarboxylic-Acid Cycle on Bacterial Infections." *Annals of the New York Academy of Sciences* LXVI (1956) pp. 370-381
- THOMAS ROBERT SHANNON BROUGHTON, PH.D., Professor of Latin
 "Ancient History Bibliography." *American Historical Review* 62 (1956-57) pp. 181-3, 432-4, 657-60, 956-8
- DONALD R. BROWN, PH.D., Assistant Professor of Psychology
 "Some Educational Patterns." *The Journal of Social Issues* XII (1956) No. 4 pp. 44-60
 "College Environment, Personality, and Social Ideology of Three Ethnic Groups." *Journal of Social Psychology* 44 (1956) pp. 279-288. In collaboration with D. Bystryn
 Review in *Contemporary Psychology*

- ROBERT L. CONNER, PH.D., Assistant Professor of Biology
 "Interaction of Stigmasterol and 2,4-Dinitrophenol in the Growth of *Tetrahymena piriformis*." *Science* 126 (1957)
- ROBERT S. DAVIDON, PH.D., Assistant Professor of Psychology
 "Learning in an Object-Grouping Experiment." *Perceptual and Motor Skills* VI (1956) pp. 241-244
 "Vicarious Trial and Error in Late Stages of Learning." *Yearbook of The American Philosophical Society* (1956) pp. 227-229
- FRANCES DEGRAAFF, PH.D., Associate Professor of Russian
 Review in *The AATSEEL Journal*
- FREDERICA DE LAGUNA, PH.D., Professor of Anthropology
 Reviews in *American Antiquity*, *Science*, *Scientific Monthly*
- ARTHUR P. DUDDEN, PH.D., Associate Professor of History
 Editor, *Woodrow Wilson and the World of Today*. Essays by Arthur S. Link, William L. Langer, Eric F. Goldman. University of Pennsylvania Press 1957
 "The Single-Tax Zionism of Joseph Fels." *Publication of The American Jewish Historical Society* XLVI (1957) pp. 474-491
 "Men Against Monopoly: The Prelude to Trust-Busting." *Journal of the History of Ideas* XVIII (1957) pp. 587-593
 Review in *American Historical Review*
- E. MURIEL FARR, R.N., B.S., Head Nurse
 Reviews in *Nursing Outlook*
- JOSÉ MARÍA FERRATER MORA, Ph.Lic., Professor of Philosophy and Spanish
Man at the Crossroads. Translated by W. R. Trask. Beacon Press 1957
Ortega y Gasset: an Outline of His Philosophy. Yale University Press 1957, Bowes & Bowes, London
Unamuno: bosquejo de una filosofía. Second revised and enlarged edition. Editorial Sudamericana, Buenos Aires 1957
 "On the 'Great Analogy'." *Journal of the History of Ideas* XVIII (1957) pp. 280-284
 "Las tres filosofías." *Cuadernos* 25 (1957) pp. 21-34
 "Die drei Philosophien." *Der Monat* 9 Jahrg. 105 (1957) pp. 51-62
 "Les trois philosophies." *Preuves* 76 (1957) pp. 20-31
 "Cyniques et Stoïciens." *Revue de Métaphysique et de Morale* 62e année (1957) pp. 20-36
 "Unamuno y la idea de la realiad." *Papeles de Son Armandans II* (1956) pp. 267-280
 "Eugenio d'Ors. Sentido de una filosofía." *Indice de Artes y Letras* Año XI 100 (1957) p. 5
 "Una fase en el pensamiento de Ortega: el objetivismo." *La Torre* Año IV 15-16 (1957) pp. 119-126; *Clavileño* VII (1956) pp. 11-15
 Reviews in *Hispanic American Historical Review*, *Journal of Symbolic Logic*, *Revue de Métaphysique et de Morale*
- FELIX GILBERT, PH.D., Professor of History
 Reviews in *Journal of Modern History*

MARGARET GILMAN, PH.D., Professor of French

Reviews in *Romantic Review*

RENÉ GIRARD, PH.D., Assistant Professor of French

"Winds and the Poetic Experience." *The Berkeley Review* I (Winter 1956) pp. 46-52

"Ou va le roman?" *The French Review* XXX (1957) pp. 201-206

"Man, Myth and Malraux." *Yale French Studies* XVIII (1957) pp. 55-62

Reviews in *Les Lettres nouvelles*, *The French Review*

ROBERT L. GOODALE, B.MUS., A.A.G.O., Associate Professor of Music

Recording for broadcast of the College Chorus of "The Angels and the Shepherds" by Zoltan Kodaly (1956)

Recording for broadcast of the College Chorus of "Concierto de Navidad" by Paul Csonka (1956)

DAVID BONNELL GREEN, PH.D., Assistant Professor of English

"Letters of William Godwin and Thomas Holcroft to William Dunlap." *Notes and Queries* CCI (1956) pp. 441-443

"Henry Adams and Wayne MacVeagh." *Pennsylvania Magazine of History and Biography* LXXX (1956) pp. 493-512. In collaboration with Warner B. Berthoff

"Three Cowper Letters." *Notes and Queries* CCI (1956) pp. 532-534

"Current Bibliography (of Keats, Shelley, Byron and Leigh Hunt)." *Keats-Shelley Journal* VI (1957) pp. 129-157. In collaboration with Edwin Graves Wilson

"The Eve of St. Agnes and A Pair of Blue Eyes." *Notes and Queries* CCII (1957) p. 153

"Keats and 'Nehemiah Muggs'." *Harvard Library Bulletin* XI (1957) pp. 199-207

"M. G. Lewis (ccii 217-219)." *Notes and Queries* CCII (1957) p. 389

DAVID HERLIHY, PH.D., Assistant Professor of History

"Treasure Hoards in the Italian Economy 960-1139." *Economic History Review* X (1957) pp. 1-14

Reviews in *Speculum*, *American Catholic Historical Review*

ROSALIE HOYT, PH.D., Associate Professor of Physics

"World Wide Fallout from H-Bomb Testing—Alarming or Negligible." *The Sunday Bulletin* of Philadelphia July 7, 1957. In collaboration with the Radiation Hazards Committee of the Federation of American Scientists

HAROLD W. KUHN, PH.D., Associate Professor of Mathematics

"Variants of the Hungarian Method for Assignment Problems." *Naval Research Logistics Quarterly* III (1956) pp. 253-258

"A Note on Prager's Transportation Problem." *Journal of Mathematics and Physics* (M.I.T.) XXXVI (1957) pp. 107-111

MABEL LANG, PH.D., Associate Professor of Greek

"Herodotus and the Abacus." *Hesperia* XXVI (1957) pp. 271-287

RICHMOND LATTIMORE, PH.D., Paul Shorey Professor of Greek

Editor, *Sophocles, Four Tragedies*. University of Chicago Press 1957. In collaboration with David Grene

Poems. Ann Arbor, University of Michigan Press 1957

HUGUES LEBLANC, PH.D., Associate Professor of Philosophy

"Two Probability Concepts." *Journal of Philosophy* LIII (1956) pp. 679-688

Reviews in philosophical journals

MARGUERITE LEHR, PH.D., Professor of Mathematics

"Of Dice and Men." *Goucher Alumnae Quarterly* (Fall 1956) pp. 10-13

BETTINA LINN, M.A., Associate Professor of English

A Letter to Elizazeth. J. B. Lippincott Company 1957

ANGELINE H. LOGRASSO, PH.D., Professor of Italian

"Testimonianze sull' ultimo soggiorno di Paul Hazard negli Stati Uniti." *Convivium* Anno XXIII nuova serie N. 5 (Settembre-Ottobre 1955) pp. 633-634

"Reminiscences of Paul Hazard." *The French Review* XXIX No. 5 (1956) pp. 401-404

"Una Lettera Inedita Di Piero Maroncelli A Gaetano Donizettie." *Studi Romagnoli* VIII pp. 445-451

ISABEL G. MACCAFFREY, PH.D., Assistant Professor of English

"The Secret Sharer in *Mrs. Dalloway*." *Accent* XVI (1956) pp. 235-251

GEDDES MACGREGOR, D. ès L., D. PHIL., Professor of Philosophy and Religion

The Vatican Revolution. Beacon Press 1957

The Tichborne Impostor. J. B. Lippincott Company 1957

The Thundering Scot: a Portrait of John Knox. Westminster Press 1957

HELEN TAFT MANNING, PH.D., Marjorie Walter Goodhart Professor of History

"Colonial Crises before the Cabinet, 1829-35." *Bulletin of Institute of Historical Research* London XXX (1957) pp. 41-61

JUAN MARICHAL, PH.D., Associate Professor of Spanish

Editor, *Teatro completo*, by Pedro Salinas. Aguilar, Madrid 1957

"Cadalso: el estilo de un hombre de bien." *Papeles de Son Armadans* IV (1957) pp. 285-296

Review in *Revista Hispánica Moderna*

MARIO MAURIN, PH.D., Assistant Professor of French

"Entretien avec Jiménez." *Preuves* LXX (1956) pp. 48-51

"Valéry Larbaud." *Insula* CXXV (1957) p. 4

"Ortega y Gasset en los Estados Unidos." *El Universo* (5-5-1957)

"Visite à Robert Frost." *Le Figaro Littéraire* DLXXXII (1957) p. 9

"French Literature Since World War II: Criticism and Research (Le Théâtre)." *Symposium* XI (1957) pp. 8-15

"Carl Sandburg y el mito de América." *Cuadernos* XXVI (1957) pp. 35-40

Translation "Quatre poèmes de Jiménez." *Preuves* LXX (1956) pp. 54-55

Edited and presented "Carnets de Suarès." *Les Lettres Nouvelles* XLVI (1957) pp. 161-171

Contributions to *Les Lettres Nouvelles* XLIII, XLIV, XLV, XLVII, XLVIII, L, LI, LII

Reviews

MACHTELD JOHANNA MELLINK, PH.D., Associate Professor of Classical Archaeology
A Hittite Cemetery at Gordion. The University Museum, University of Pennsylvania 1956

"Archaeology in Asia Minor." *American Journal of Archaeology* LX (1956) pp. 369-384

"The Royal Tombs at Alaca Hüyük and the Aegean World." *The Aegean and the Near East Studies presented to Hetty Goldman* (1956) pp. 39-58

Reviews in *American Journal of Archaeology*, *Gnomon*, *American Historical Review*, *Annals of the American Academy of Political and Social Science*

FRITZ MEZGER, PH.D., Professor of Germanic Philology

"Hethitisch Kaena—Verschwägerter, Verwandter." *Zeitschrift für Vergleichende Sprachforschung* LXXV (1957) p. 75

"Got. skohsl n. 'böser Geist,' 'Dämon,' 'Scheusal.'" *Ibid.* p. 123

"Lat. *indigena*." *Ibid.* p. 124

Reviews in *Zeitschrift für Vergleichende Sprachforschung*

AGNES MICHELS, PH.D., Professor of Latin

"Diana." *Reallexikon Fur Antike Und Christentum* III (1957) pp. 963-972

Reviews in *Classical Weekly*, *American Historical Review*

WALTER C. MICHELS, PH.D., Marion Reilly Professor of Physics

Electrical Measurements and Their Applications. D. Van Nostrand Company 1957

"High School Physics." *Physics Today* X (1957) pp. 20-21

"Authoritarianism versus Imagination in Physics Teaching." *American Journal of Physics* XXV (1957) pp. 82-88

"The Hidden History of a Dictionary." *Science* CXXIV (1956) p. 1156

Reviews in *Science*, *Physics Today*, *The Review of Scientific Instruments*

MARIE MORISAWA, M.A., Instructor in Geology

"Accuracy of Determination of Stream Lengths from Topographic Maps." *Transactions, American Geophysical Union* 38 (1957) pp. 86-88

MILTON C. NAHM, PH.D., Professor of Philosophy

"'Sublimity' and the 'Moral Law' in Kant's Philosophy." *Kant-studien* XL (1956-1957) pp. 502-524

"Edgar A. Singer, Jr., and the Aesthetic of Empirical Idealism." *The Journal of Philosophy* LIV (1957) pp. 584-594

Review in *Modern Language Notes*

JANE OPPENHEIMER, PH.D., Professor of Biology

"Abnormal Brain Size and Functional Regulation in *Fundulus*." *Proceedings of the National Academy of Sciences* XLII (1956) pp. 785-787. In collaboration with Naomi Vassady

"Embryological Concepts in the Twentieth Century." *Survey of Biological Progress* III (1957) pp. 1-46

Reviews in *Quarterly Review of Biology*, *Scientific American*

WILLIAM H. REESE, PH.D., A.A.G.O., Director of Orchestra

Editor, *The 84th Psalm*, by Heinrich Schütz. G. Schirmer

ROBERT A. RUPEN, PH.D., Assistant Professor of Political Science

Mongolian People's Republic (Outer Mongolia), Subcontractor's Monograph

HRAF-39, Wash-1, Human Relations Area Files, New Haven 1956, three volumes. In collaboration with William B. Ballis and HRAF team.

Editor, Monograph, *Bibliography of the Mongolian People's Republic*, Human Relations Area Files, New Haven 1956

"The City of Urga in the Manchu Period." *Ural-altaische Jahrbucher* (1957)

EUGENE V. SCHNEIDER, PH.D., Associate Professor of Sociology

Industrial Sociology: The Social Relations of Industry and the Community. McGraw-Hill Book Company, Inc. 1957

PAUL SCHRECKER, PH.D., LL.D., Visiting Professor of Philosophy

La Estructura de la Civilizacion. Fondo de Cultura Económica, Mexico 1957 (Spanish Translation of *Work and History*)

Reviews in *American Mathematical Monthly*, *The Annals of The American Academy of Political and Social Science*, *Deutsche Literaturzeitung*

JOACHIM SEYPPPEL, PH.D., Associate Professor of German

"A Criticism of Heidegger's Time Concept with Reference to Bergson's *Durée*." *Revue Internationale de Philosophie* X (1956) pp. 503-508

"Two Variations on a Theme: Dying in Venice (Thomas Mann and Ernest Hemingway)." *Literature and Psychology* VII (1957) pp. 8-12

"Freedom and the Mystical Union in Der Cherubinische Wandersmann." *The Germanic Review* XXXII (1957) pp. 93-112

"The Genesis of Gerhart Hauptmann's Germanen und Römer." *Philological Quarterly* XXXVI (1957) pp. 286-288

ALEXANDER C. SOPER, M.F.A., PH.D., Professor of History of Art

Reviews in *Artibus Asiae*, *Journal of Asian Studies*

ARTHUR COLBY SPRAGUE, PH.D., Professor of English Literature

"Shakespeare on the New York Stage." *Shakespeare Quarterly* VII (1956) pp. 393-398

DOROTHY BURR THOMPSON, PH.D., Visiting Lecturer in Classical Archaeology

"Three Centuries of Hellenistic Terracottas, Part II: The Early Third Century B.C. II A: Group B." *Hesperia* XXVI (1957) pp. 108-128

EMILY TOWNSEND VERMEULE, PH.D., Instructor in Greek

Reviews in *American Journal of Archaeology*

CORNELIUS C. VERMEULE, PH.D., Assistant Professor of Classical Archaeology

Cameo and Intaglio, Engraved Gems from the Sommerville Collection. The University Museum, University of Pennsylvania 1956

"Roman Numismatic Art." *Numismatic Circular* LXIV-LXV (1956-1957) pp. 1-11

"Minting Greek and Roman Coins." *Archaeology* X (1957) pp. 100-107

"A New Trajan." *American Journal of Archaeology* LXI (1957) pp. 223-253. In collaboration with G. M. A. Hanfmann.

"Notes on a New Edition of Michaelis: Ancient Marbles in Great Britain." *American Journal of Archaeology* LX (1956) pp. 321-350. In collaboration with D. von Bothmer

"Classical Numismatics and Archaeology in Middle Eastern Studies, 1937-1957." *Report on Current Research on the Middle East* (Spring 1957) pp. 27-38

- EDWARD H. WATSON, PH.D., Professor of Geology
"Crystalline Rocks of the Philadelphia Area." *Guidebook Series, Geological Society of America* (1957) pp. 153-180, 7 figures and maps
- ROGER H. WELLS, PH.D., Professor of Political Science
"German State and Local Government." *American Political Science Review* L (1956) pp. 112-115
- MARY M. ZENDER, M.S.S., Associate Professor of Social Work
"ADC Emphasis and Staff Training." *Virginia Welfare Bulletin* XXXV No. 5 (May 1957) pp. 4-5
- GEORGE L. ZIMMERMAN, PH.D., Associate Professor of Chemistry
"Equilibria and Spectra of Aqueous Chlorine Solutions." *Journal of the American Chemical Society* 79 (1957). In collaboration with F. C. Strong

SUPPLEMENT TO THE PRESIDENT'S REPORT

III

Official Publications, 1956-1957

BRYN MAWR COLLEGE CALENDAR

- Finding List issue, Vol. XLIX, No. 4, November 1956
- Report of the President issue, Vol. L, No. 1, December 1956
- Graduate Courses issue, Vol. L, No. 2, July 1957
- Undergraduate Courses issue, Vol. L, No. 3, August 1957

BRYN MAWR COLLEGE GAZETTE, Vol. IX, Nos. 1-6

Respectfully submitted,

CAROL BIBA

Director of Public Information

SUPPLEMENT TO THE PRESIDENT'S REPORT

IV

Gifts Received from July 1, 1956 Through June 30, 1957

GIFTS FOR CURRENT EXPENDITURES

Alumnae

The Alumnae Association, Regional Scholarships, Bryn Mawr Clubs and Class Gifts	\$ 113,953.43	
Individual Donors	67,144.45	
Undergraduate and Group Donations...	5,518.42	
Bequests	1,031.47	
	<hr/>	\$ 187,647.77

Foundations and Special Funds	72,103.57
Corporations	22,224.50
Pennsylvania Foundation for Independent Colleges, Inc...	6,807.68

Friends of the College

Clubs and Groups	\$ 10,010.00	
Individual Donors	30,803.99	
Parents Fund	17,765.24	
	<hr/>	58,579.23

Total	\$ 347,362.75
-------------	---------------

GIFTS AND BEQUESTS FOR ENDOWMENT

Alumnae

The Alumnae Association	\$ 1,075.00	
Individual Donors	57,531.03	
Class and Group Gifts	16,098.90	
Bequests	9,425.23	
	<hr/>	\$ 84,130.16

Friends of the College

Individual Donors	\$ 2,010.00	
Clubs and Groups	306.27	
Bequests	1,562,679.39	
	<hr/>	\$1,564,995.66

Foundations	818,000.00
-------------------	------------

Total	\$2,467,125.82
-------------	----------------

TOTAL OF ALL GIFTS	<u>\$2,814,488.57</u>
--------------------------	-----------------------

Respectfully submitted,

CLARISSA WARDWELL PELL

Director of the Resources Committee

REPORT OF THE DEAN OF THE COLLEGE

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1956-1957:

CURRICULUM

Although the Curriculum Committee was active in the preparation of the Middle States Association Evaluation report, it continued its usual work of reviewing and re-evaluating aspects of the curriculum. In 1955-1956 a sub-committee had been appointed to study what Bryn Mawr's contribution to teacher preparation ought to be. As a result of discussions stemming from its work, a new course in Education was added to the departmental course offerings: Principles of Secondary School Teaching. The course included a heavy load of practice teaching in the local public schools and was therefore best suited to the senior year. After reviewing the first year's experience, it was decided to continue the course. Its addition to the curriculum means that Bryn Mawr students have available sufficient work in Education and Psychology to qualify for teaching certification in most states. Schedule difficulties remain and those who complete the work offered in teacher preparation along with all other college requirements have both tightly circumscribed and full programs.

Another important task completed by the Curriculum Committee was the study of the language requirement for the A.B. degree and the proposal of a modification of that requirement to the faculty. The Committee recommended that the requirement of a knowledge of two languages be retained but that changes in the method of testing the students' proficiency be instituted. The present method of testing, limited to a translation test, seemed antiquated and somewhat incompatible both with good language teaching practices and also with the educational values of language study in a liberal arts curriculum. The recommendation to the Faculty was that the knowledge of each language offered in fulfillment of the requirement for the degree be tested in one of the following ways:

1. By attaining a score of at least 590 in a language achievement test of the C.E.E.B. taken in the senior year in school.

2. By completing a full unit course above the elementary level with a grade of at least 70.
3. By passing a proficiency test to be offered each fall and spring.

The specific nature of this proficiency test was subsequently defined to include testing of the student's knowledge of the spoken and written language, her understanding and her ability to write simple compositions. These tests, in most cases, will be made up by the various language departments. The faculty approved the Curriculum Committee's recommendation and the newly defined language requirement will be put into effect in 1957-1958 for the classes of 1960 and 1961.

ENROLMENT

The undergraduate enrolment was the largest in the College's history: 635 students, including four having the senior year elsewhere but candidates for the Bryn Mawr degree, and nine taking the junior year abroad. There were 31 undergraduates of foreign citizenship and 14 students entering as transfers from other colleges and universities. In addition, 47 Haverford students and three from Swarthmore took work at Bryn Mawr under the Plan for Three College Cooperation. In return, 38 Bryn Mawr students registered for work at Haverford and one for work at Swarthmore. Although none of these figures represents major changes from those of recent years, each one could be accompanied by the phrase "slightly higher than last year." Consequently, the already acute problems of space, both academic and residential, and of the schedule for classes, became one degree more difficult to solve.

FROM THE MIDDLE STATES REVIEW

One unusual aspect of the academic year was the work in preparation for the Evaluation of the College made by the Middle States Association of Schools and Colleges. Some aspects of this Report have already been discussed. Two of the sections of the Report in areas for which the Dean is primarily responsible merit further attention here.

The first of these is the section dealing with financial aid to students: scholarships, grants, loans and student jobs. Studies of the scholarships and grants showed that the cost of the program for financial aid to students had risen from \$53,000 to \$142,212.50 in the fifteen years 1941-1956. During these years, the money available provided assistance for an average of 28 per cent of the undergraduates and the average value of the awards rose from \$400 to \$765. However, over the same period mini-

mum college fees for tuition and residence increased from \$1,100 to \$1,850. In other words, although the total cost of the scholarship program has almost tripled in recent years, the number of students receiving help has remained approximately the same and the value of the average award has not increased in relationship to college costs and fees. Had the figures for 1956-1957 been available to include in the Report, the overall picture would not have changed: \$140,000 provided scholarships for 181 or 29 per cent of the 617 students enrolled in October, 1956.

The study included a summary of the sources of scholarship funds and made clear the important contribution to the total cost of the increased amounts raised by Alumnae Regional Scholarship Committees and increased gifts from individual donors, industry, business, foundations and national scholarship programs. The funds given by these "outside sources" had almost doubled in the last four years included in the report. This is an encouraging trend, although the charges on the college budget for scholarships remain substantial.

The second section of the Middle States Association Report on which I will comment is the one on "Student Service" including both general advising and such special services as health, study counselling and vocational services. The Report dealt with Bryn Mawr's concept of the nature of its responsibility to its students and the ways in which this responsibility is met. The individual services described for purposes of the Middle States Association evaluation are annually presented in this report by the Deans, Dr. Humeston, Professor Cox and Mrs. Crenshaw. Rather than repeat familiar material, I should like first to call attention to my colleagues' reports and then to comment more generally on the advising system as a whole.

One question—not a new one—is whether with our present system we can continue to accomplish or approximate our goals in terms of student advising. The Director of Admissions and Dean of Freshmen has each year more complex admissions problems to solve and at the same time the larger freshman classes of the last few years have meant a heavier advising schedule. The Assistant Dean of the College every fourth year becomes the sophomore class dean and sees "her class" through until graduation. Although this plan provides for continuity, it also presents disadvantages. Her senior advisees must necessarily see as well the Dean of the College, who is responsible for the Fulbright program and for helping students with other postgraduate plans. In the interests of avoiding duplication and confusion, perhaps our earlier plan of having

the Dean of the College always be senior class advisor should be reconsidered. Other possible patterns would of course be those of class deans or a formal system of faculty advisors. These seem rather complex and expensive in a college of 600-650.

Our present system for advising relies heavily upon the effective work of faculty who assume the responsibility for advising the juniors and seniors majoring in their various departments. Also the wardens, in charge of the residence halls, play a central part and their work must be effective and timely if the advisory system is to function well.

In closing, I should like once more to say that it is a pleasure to work with colleagues Assistant Dean Geffcken, Miss Sidney Donaldson, Secretary to the Dean, and Mrs. Mary Fowler, Secretary in the Office of the Dean, who never worry about whose job is what and who are always tolerant of the sins of omission of others.

Respectfully submitted,

DOROTHY N. MARSHALL

Dean of the College

SUPPLEMENT TO THE DEAN'S REPORT

I. STATISTICS OF UNDERGRADUATE STUDENTS, 1956-1957

Summary of Registrations by Classes

Class of 1957 (including four having the Senior Year elsewhere but as candidates for the Bryn Mawr degree).....	153
Class of 1958 (including nine having the Junior Year abroad)....	156
Class of 1959	153
Class of 1960	172
Hearer	1
TOTAL	<u>635</u>

Geographical Distribution †*

	<i>Number</i>	<i>Percent</i>	
United States residence and citizenship:			
Middle Atlantic States	295	46.5	
South Atlantic States	102	16.1	
New England States	95	15.0	
East North Central States	41	6.5	
Pacific States	19	3.0	
West South Central States	18	2.9	
West North Central States	13	2.0	
East South Central States	8	1.3	
Mountain States	<u>6</u>	<u>.9</u>	94.2
Foreign residence, United States citizenship:			
Egypt, Greece, Guatemala, Luxembourg, Mexico, Philippine Islands, Switzerland:			
1 student from each	7		1.1
Foreign citizenship:‡			
Great Britain (Africa; Bermuda; Canada; England)	6		
France	4		
Netherlands	4		
China	2		
Japan	2		
Korea	2		
Latvia	2		
Mexico	2		
Argentina	1		
Finland	1		
Germany	1		
India	1		
Iran	1		
Iraq	1		
Portugal	<u>1</u>	<u>31</u>	<u>4.7</u>
TOTAL	<u>635</u>		<u>100.0</u>

The students came from 41 states, the District of Columbia, and 24 foreign countries.

* Classification as employed by U. S. Bureau of the Census, Washington, D. C.

† Students having the Junior year abroad are classified under their U. S. residence.

‡ Listed by citizenship and not necessarily by residence.

Average age in the Senior Class (October 1956).....20 years, 11 months
Number of schools preparing the 635 students.....451 schools, and
 29 colleges and universities (or foreign matriculation examinations) from which
 the students entered on transfer, as follows:

In the United States:

Beaver College	University of North Carolina
Bennington College	University of Pennsylvania
Briarcliff Junior College	Radcliffe College
University of California (Santa Barbara Branch)	Randolph-Macon Woman's College
Duke University	Smith College
Elmira College	Southeastern Louisiana University
University of Georgia	Tulane University, Newcomb College
Keuka College	Vassar College
Middlebury College	University of Virginia
Mount Holyoke College	Wellesley College
Mount Vernon Junior College	Wells College
College of New Rochelle	University of Wisconsin

Outside the United States:

University of British Columbia	University of Lisbon
French <i>Baccalaureat</i> Examinations	University of Madras
University of Helsinki	

Of the 451 schools attended by the students entering college as Freshmen, final preparation was received at 321 schools: in the United States, 109 independent schools and 188 public schools; outside the United States, 24 schools located in 14 countries:

Africa	Germany
Argentina	Iran
Bermuda	Japan
British West Indies	Korea
Egypt	Mexico
England	Philippine Islands
France	Switzerland

Daughters of Bryn Mawr Alumnae enrolled as undergraduates..... 43

PERCENTAGE OF MAJORS IN EACH FIELD

(Comparative figures for five years)

(Computed from numbers for the two upper classes as of April)

MAJOR	1952-53	1953-54	1954-55	1955-56	1956-57
Biology	6.3	6.7	4.9	5.6	6.7
Chemistry	5.5	3.2	3.4	5.6	7.0
Classical Archaeology	1.2	1.6	1.9	1.0	.7
Economics	2.4	3.2	2.6	5.6	4.3
English	20.1	19.7	20.0	19.9	15.4
French	6.3	6.7	5.7	4.9	4.0
Geology	2.0	1.6	1.1	1.4	1.6
German .....	.8	.8	.8	.3	.3
Greek .....	..	.4	.4	.6	1.0
History	14.2	11.4	12.4	13.9	16.4
History of Art	7.1	9.5	12.1	7.6	7.0
Italian .....	..	..	.4	.3	.7
Latin .....	.8	.4	1.1	1.0	1.0

MAJOR	1952-53	1953-54	1954-55	1955-56	1956-57
Mathematics .....	.8	1.6	1.9	2.1	2.3
Philosophy	6.3	7.9	6.8	5.2	5.7
*Music .....	..	..	1.1	1.7	3.0
Physics	1.2	.8	1.1	1.4	1.6
Political Science	10.3	11.4	11.7	8.8	7.7
Psychology	4.0	3.6	4.2	6.6	5.0
Russian .....	.8	1.2	.8	1.0	2.0
Sociology-Anthropology ...	5.1	5.9	4.5	4.9	5.0
Spanish	2.4	2.4	1.1	.3	1.6
No Major	2.4†	..	..	.3‡	..
TOTAL PERCENTAGES IN ALL FIELDS	100.0	100.0	100.0	100.0	100.0
TOTAL NUMBERS IN ALL FIELDS (Junior and Senior Classes)	253	253	265	288	299

Students enrolled autumn 1955 who did not return autumn 1956

(other than those graduating June 1956, those spending the Junior Year abroad, and those spending the Senior Year elsewhere as candidates for the Bryn Mawr degree)

Study elsewhere	20
Marriage	13
Academic	9
Health	6
Other (Finances; Return to Europe; Personal reasons, etc.)	13
TOTAL	61

II. STATISTICS OF THE CLASS ENTERING AUTUMN 1956

Total entering: 184 (169 Freshmen, 14 transfer students and 1 Hearer)

Preparation of students entering as Freshmen:

in the United States,	Number	Percent
entirely in public schools	79	46.7
entirely in independent schools	52	30.8
in both public and independent schools	25	14.8
in part in the United States, in part in foreign countries.....	10	5.9
entirely in foreign countries	3	1.8
TOTAL	169	100.0

Colleges and universities (or foreign matriculation examinations) from which students entered on transfer:

in the United States, Beaver College, Briarcliff Junior College, University of California (Santa Barbara College), Duke University, Mount Vernon Junior College, Radcliffe College, Southeastern Louisiana University, University of Virginia, University of Wisconsin;

outside the United States, University of British Columbia, French *Baccalaureat* examinations, University of Helsinki, University of Portugal

* First year of *Music Major* 1954-55.

† Students having Junior Year abroad; no Major Work Plan on file.

‡ Special student, not a degree candidate.

Geographical Distribution (at time of entrance):

	<i>Number</i>	<i>Percent</i>	
United States residence and citizenship			
Middle Atlantic States	78	42.4	
New England States	36	19.6	
South Atlantic States	26	14.1	
East North Central States	9	4.9	
Pacific States	7	3.8	
West North Central States	4	2.2	
East South Central States	3	1.6	
West South Central States	3	1.6	
Mountain States	2	1.1	91.3
	<hr/>		
Foreign residence, United States citizenship	4		2.2
(Guatemala, Mexico, Philippine Islands, Switzerland)			
Foreign citizenship	12		6.5
(China, Canada, Finland, France, Iraq, Korea, Latvia, Mexico, Portugal)			
	<hr/>		
TOTAL	184		100.0

The students entered from 28 states, the District of Columbia, and 12 foreign countries.

*Average age of Freshmen, October 1st, 1956.....*17 years 11 months

Students in the entering class who are daughters of Bryn Mawr alumnae..... 12

Respectfully submitted,

MARIAN C. ANDERSON
Recorder of the College

REPORT OF THE DEAN OF THE GRADUATE SCHOOL

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1956-1957:

The gain in enrolment in the Graduate School reported last year was maintained. Small increases in the percentages studying the Classics, the Sciences and Mathematics, and the Social Sciences were balanced by small decreases in Literature, Music and History of Art. The figures for foreign students, for men, and for full-time as compared with part-time registration, showed almost no change. On the other hand, there was a definite decline in the number of M.A.'s awarded.

The Graduate Committee met five times during the year. At the first meeting the revised version of the report for the Middle States Association was approved. Action taken at later meetings included recommendations to the Faculty that there be a final deadline to extensions granted for completing a course; that the rule requiring a unit of work after fulfilling the language requirement be eliminated, and that under specified conditions an M.A. candidate be given till April to pass the second examination. These recommendations were voted by the Faculty and have been included in the revised Faculty Rules.

During the visit of the Evaluating Committee of the Middle States Association I had two good talks with Dean Putnam Jones of the University of Pittsburgh whose assignment was the Graduate School. In the interval between our meetings, Dean Jones interviewed several members of the Faculty and one or two students. His findings are embodied in the Evaluating Committee's Report.

The objectives, the admissions policy, the program of study, the requirements for the M.A. and Ph.D. degrees, and above all the Faculty, met with approval. Questions were raised about the ability of some of the smallest departments to offer sufficient work for the Ph.D. and about our general statement that students are given the "opportunity to acquire a broad background" in their subject. It was pointed out also that in seminars in which only two or three students participate there cannot be that interplay of minds which is so valuable. One of the remedies sug-

gested was to increase the size of the School by 25 per cent with some attention directed toward interesting more men in graduate work at Bryn Mawr; this might be accomplished, it was thought, by making more scholarships available to them. Another suggestion was to offer more joint programs. This seems hardly necessary in view of the coordinated work already possible by means of "minors," though perhaps greater insistence might be placed on taking a minor in certain cases.

The Department of Social Work and Social Research, which like the Department of Chemistry, was subjected to special examination with a view to professional accreditation, passed its test with marked success. The educational program, the emphasis on scholarly production and the calibre of research all were commented on favorably. Wonder was expressed that so much could be accomplished by so small a full-time staff. The Faculty of the Department found the visit of the team rewarding. In Mrs. Lower's words: "The preparation of the written material gave us perspectives on our own program and stimulated our thoughts as to possible improvements in both administration and curriculum . . . The total experience gave us confidence that we were doing a good job but made us aware of certain limitations in our program which we are now seeking to correct."

At the Graduate Center the year got off to a fine start with a housewarming party for the new play-room in the basement. This has been named the Manning-Smith room in honor of Professor Manning and Margaret E. Smith, who was Senior Resident for two years. Both Mrs. Manning and Miss Smith had pressed for a place where the students could have a good time without disturbing others. Praise goes to Miss Howe for finding just the spot and doing a perfect interior decorating job on it.

The residents were a lively and interesting group. Indeed their liveliness is presumably accountable for some unrest that arose in the spring when, more than most groups of graduate students, they found irksome the inevitably confining circumstances of study and of life in a residence hall.

This brings me to a matter I have been pondering for some time. With the reversal of the downward trend in the number of students attending graduate school, the question of quality comes more prominently into focus. Quality of graduate work is difficult to assess. Perhaps the only sound basis for judgment is the achievement of the product, but certain of the factors that go toward making up the complex are susceptible of more rapid analysis.

I have no misgivings about the intellectual endowment of the graduate student of today. Several members of the Faculty have told me that the general calibre of their students has improved in the last twelve years and they have expressed delight in the real excellence of many of them. What troubles me is a tendency to procrastination. This is chiefly manifest in failures to complete work on time and the consequent multiplication of requests for extension. The decline which we have already noted in the number of M.A.'s awarded may well have another basis (the depreciation in the standing of the degree, for instance), but the proportion of M.A.'s earned in one year is also decreasing and this may be another indication of a propensity for delay.

I cannot close without two expressions of appreciation. First, to President James Creese of Drexel Institute of Technology for his excellent address at Graduate Assembly—"The Modern Environment of Education." Second, to the Alumnae Association, and those former graduate students who contributed, for the addition of more than \$2,100 to the Alumnae Fund for Graduate Scholarships.

Respectfully submitted,

ELEANOR A. BLISS

Dean of the Graduate School

STATISTICS OF THE GRADUATE SCHOOL

1956-1957

REGISTRATION

Total registration	180
Semester I	169
Semester II	159
Additions 11, withdrawals 21	
Full-time	102 (56.6%)
Part-time	78
Men	34
Foreign Students	26

RESIDENCE

Graduate Center	44
Undergraduate Halls (Wardens)	9
Elsewhere on campus	15
Off campus	112

FELLOWS AND SCHOLARS

Post-Doctoral Fellows	2
Fellows of the College	17
Travelling Fellows (Ella Riegel Fellows)	2
Fellow by Courtesy	1
Resident Scholars	18
Foreign Resident Scholars	8
Non-Resident Scholars	3
Special Japanese Scholar	1
Special Tuition Scholars	2

COLLEGE APPOINTMENTS

Part-time Instructor	1
Thorne School Teachers	2
Assistants	10
Demonstrator	1
Wardens	10
Non-teaching Staff	5

ORIGINS OF FOREIGN STUDENTS (total 26)

Canada 5; France 4; Great Britain 3; China and Germany 2 each; Egypt, Greece, India, Israel, Italy, Japan, Latvia, Mexico, Norway and Spain 1 each.

EXCHANGE WITH OTHER UNIVERSITIES

To University of Pennsylvania	14
For courses in Departments of American Civilization, Anthropology, Economics, French, German, History, Oriental Studies, Political Science and Psychology	

From University of Pennsylvania	3
For courses in Classical Archaeology	
To Swarthmore	1
For a course in American History	
To Haverford	1
For a course in Physics	

DEGREES AWARDED AT COMMENCEMENT, JUNE 4, 1957

Doctor of Philosophy	6
Chemistry (2), History (2), Psychology, Social Work and Social Research	
Master of Arts	17
English (5), History (3), Biology (2), Philosophy (2), Education, Mathematics, Physics, Psychology, Spanish	
Master of Social Service, Social Work	20

DISSERTATIONS PUBLISHED

Department of Chemistry

MARJORIE C. BECKETT (*degree awarded at Commencement 1956*)

Kinetics of Aromatic Halogenation. IV. The Bromination of Naphthalene in 50 Percent Aqueous Acetic Acid.

Reprint from *The Journal of the American Chemical Society*, 79, 1425-31 (1957) by Ernst Berliner and Marjorie C. Beckett.

Department of French

BARBARA CRAIG (*degree awarded at Commencement 1949*)

"L'Estoire de Griseldis" edited by Barbara M. Craig.

University of Kansas Press, Lawrence, Kansas, 1954.

Department of Greek

EMILY D. TOWNSEND (*degree awarded at Commencement 1956*)

Bacchylides and Lyric Style.

Microfilmed by University Microfilms, Ann Arbor, Michigan, 1957.

Department of Physics

GEORGIANA SCOVIL (*degree awarded at Commencement 1955*)

Physical Properties of Titanium. II. The Hall Coefficient and Resistivity.

Reprint from *Journal of Applied Physics*, Vol. 27, No. 10, 1196-1198, 1956.

REPORT OF THE DEAN OF FRESHMEN AND DIRECTOR OF ADMISSIONS

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1956-1957:

FRESHMEN

Though small in number, because the previous senior class left fewer available spaces, the class of 1960 with its one hundred and seventy members brought the usual variety to the campus. These students graduated from 131 schools. There were more than the usual number of New Englanders in the group. Three winners of National Merit Awards were a sample of the high calibre of the class, of which 38 per cent had "cum laude" averages at the end of the year. Sharing in choral and dramatic productions on campus, the class also produced a national collegiate diving champion and contributed its share of able college officers.

ADMISSIONS FOR 1957-1958

No less than 456 schools were represented among candidates for admission to Bryn Mawr in 1957, and of these 148, or almost a third, were schools from which we had never had a student. Among the applicants, 62 per cent graduated from public high schools and 38 per cent from independent schools. Through its system of preliminary voting, the committee had reached decisions before the spring meetings on all except the "B" group of about 300 students. The ratio of acceptances to offers of admission was slightly higher than in recent years, resulting in a freshman class of 200 rather than of an expected 175 students. More surprising than this increase was the fact that among the 156 schools from which the 200 freshmen graduated, 94 schools recommended candidates of whom all were admitted and all came to Bryn Mawr. This is an ideal state of school and college relationship which we should like to work towards among the remaining schools.

An interesting part of the Admissions work this year revolved around the Seven College Conference, since Bryn Mawr was serving its turn as center for the program. The Presidents and Deans of these colleges

held their annual meeting here, our Public Information staff published the joint brochures, and the vital new Field Director, Janice Carlson, made her headquarters at the College. Though modest in comparison with such national programs as the National Merit and the General Motors National Scholarship programs, the Seven College Conference, with its emphasis on a co-operative program through which these colleges spread information and scholarship opportunities among schools in fourteen western, central and southwestern states, continues to have real educational value. Alumnae, by working together, have managed to keep the teaching of foreign languages in some of the junior high schools, preserved Latin in at least one high school, have collected and distributed reading lists to supplement school courses in English and have offered a Saturday morning course in literature. On the other side, counselors in those schools most familiar with the Seven College program have commended it for stressing information and cutting out wasteful rivalry in a program which other groups of colleges might well imitate.

These Seven Colleges have also been the first among groups of colleges to work out other plans which benefit not only the colleges but more importantly the student who seeks a college education of a challenging nature. Three years ago we agreed to consult before the announcement of scholarship awards, so that awards to common candidates would differ only by so much as the differing costs at each college. This left the choice to the candidate without undue pressure, and the system has in most instances proved a workable arrangement. Now for 1959 the Seven Colleges look forward to still another experiment in co-operation, one which will give certain advantages to the candidate who, with the help of her school, and after consultation with the college, will be encouraged to put in a single application to the college of her choice.

Has the time not come when means should be sought through pooling our resources and perhaps seeking outside funds for even more daring experiments in co-operation among the Seven Colleges? We are all at the breaking point in trying to give gracious service to the mounting tide of visitors, keep abreast of the mail, make public appearances, and travel to meet with groups of students and alumnae. Part of these pressures arise from the old days when there were not really enough candidates of good quality to go around. Is it not ridiculous to use the same procedures, duplicated sevenfold, at a time when we should be spending most of our efforts in devising ways of increasing the opportunities for education among the many seeking it? The time may be near when we might estab-

lish a permanent central office for the Seven, with several traveling field directors, and a central office for filing all applications and all scholarship requests. No one of the colleges need lose its individuality any more than we do now in those states in which the Seven College Conference Scholarship Program prevails. If a bolder and more creative approach to co-operation among colleges is ever to come, this is the time for it.

In closing let me say that the hurry and bustle of an admissions office these days is made human and enjoyable because of the loyal support far beyond the call of duty of an experienced staff consisting of my assistant, Miss Jane Martin, and the secretaries, Mrs. Hoffman, Mrs. Owens and Mrs. Epright.

Respectfully submitted,

ANNIE LEIGH BROUGHTON

Dean of Freshmen and Director of Admissions

REPORT OF THE LIBRARIAN

To the President of Bryn Mawr College

Madam:

I have the honor to present the report of the College Library for the year ending June 30, 1957:

Since this is the tenth report of this librarian it seems appropriate to summarize some of the increases that have taken place within this period, 1947-48—1956-57. Ten years ago the number of accessions was 204,488. The figure for this past year was 260,753 an increase of 56,265 volumes or an average of over 5,600 per year. During the previous ten-year period the total increase was 39,564 or an average of under 4,000 volumes per year.

The increase of gift books is impressive. Whereas an average of 1,300 volumes was received between the years 1937-38—1946-47 an average of the past ten years is 3,400 items. It is pleasant to record also the increased amount of money received for the purchase of books and the new funds that have been established. Unfortunately it is not possible to list these individually but from seven bequests received since 1947 over \$2,100 has annually been added to the library's income. Cash donations have increased also, the most notable and largest from the Friends of the Library. Though this group began only in 1951, a total sum of \$36,749.80 has been given to the library for the purchase of unusual and expensive auxiliary books as well as to expand the already overtaxed annual appropriation for departmental needs. The latter was \$13,500 in 1947-48 and is now \$18,600, over a third of which is expended on periodicals.

Perhaps the most outstanding changes have been made in the rare book room collection. The original Rare Book Room, furnished in 1941 by the Class of 1912, was augmented by a second room in 1951. The Marjorie Walter Goodhart Mediaeval Library numbering almost 1,000 incunabula made this addition necessary as well as the many fine books and manuscripts received from other sources.

With the increase in the College enrolment and the increase in books purchased and received as gifts it would be expected that there would be an increase in circulation of books. This too is borne out by statistics. In 1947-48, 42,019 volumes were lent and 46,304 in 1956-57. More start-

ling is the increase in inter-library loans from 376 ten years ago to 1,081 this past year.

Binding costs have advanced greatly though the totals do not show this increase. This is due to the fact that fewer books can be bound for the money expended. Greater use is made of pamphlet binders with a corresponding increase in the expenditures for supplies. During the summer months the library has been able to employ expert "menders" and many volumes formerly sent for binding have been repaired on the premises.

It could be expected that with such extensive increases there would be a corresponding increase in staff. This has not proved to be the case. The burden of the work has fallen on an average of seven professional librarians with the aid of an almost equal number of non-trained personnel and about 35 student assistants. That more help is needed is recognized but with the present lack of work space there is no possibility of expanding the present staff. It is hoped that this will be adjusted with the addition of the new Science Building and the consequent release of space in the library by the Psychology Department. In the meantime it is fitting to recognize the loyal and hard-working staff members employed by the library between 1947 and 1957. They have carried out a greatly increased load of work under very difficult physical conditions.

In ending this ten-year summary I would like to mention the report made by the Middle States Association. The gathering of information for the evaluation proved most beneficial to the members of the staff. One point made in the report bears quoting here:

"The staff of the library is well-balanced between professional and clerical members . . . There is need for an additional cataloguer and more help in acquisitions if the backlog of fine gift materials is to be handled efficiently . . . Extra clerical help is also needed in circulation to free the professionals for more adequate service to faculty and students. [These needs] are related to the space problems of the library but are rather urgent . . ."

Turning to the past year 1956-57 and its record, it should be mentioned that the six changes in the library building noted in last year's report have proved satisfactory though not ideal. Some relief has been given to the crowded situation though at a cost of ease of service and economy of staff time. This scattering of books shelved away from the main stack should be considered only a necessary temporary expedient.

The very grave problem of lack of staff work space and lack of centralized stack space is still very much with us. Overcrowding of the shelves has extended to Park Hall also. This was in part taken care of this summer with the installation of new shelves on either side of the fireplace in the Chemistry wing of the library.

SIZE AND GROWTH

The acquisition of purchased titles continues to be about 3,000 a year, of gifts over 1,000, and the rest is taken up by the binding of serial volumes, replacements and such. The appended tables show the number of accessioned volumes as 260,753. A total of 15,250 volumes have been withdrawn since the library's beginning making a net total of 245,503 volumes in the library as of 30 June 1957. Current periodical subscriptions number about 960.

Gifts

From friends of the College 1,768 volumes were received. As always it is regretted that only a few of these can be commented upon. Two manuscripts were added to our manuscript collection: R. B. Cunningham—Graham's *A Brazilian Mystic* from Mrs. Alfred L. Castle and C. S. Lewis' Introduction to J. B. Phillips *Letters to Young Churches* from Mrs. Charles F. Griffith. A letter from Mr. Lewis to Mrs. Griffith was also received. Mrs. Walter M. Newkirk gave a letter from John Galsworthy. Miss Marianne Moore presented an autographed copy of her *Like a bulwark* and Mrs. Jacob M. Plaut continued to give many fine beautifully illustrated art books. Mrs. W. B. Linn augmented the library's William Blake Collection and also filled in many titles lacking in our W. H. Hudson holdings. Mrs. Jacques Vauclain also added to the former collection with a lovely facsimile edition of Blake's *Songs of Innocence and Experience*. From Mr. and Mrs. Donald G. Wing came two delightful autographed first editions of Walter de la Mare.

From Miss Caroline Newton the library received 2,000 copies of Mark Van Doren's talk during the Thomas Mann Commemorative Program. The library was very happy to have this publication to send out from Bryn Mawr on the Exchange basis with other institutions and to the many individuals who have requested it.

The Library is especially grateful to Marian Gregg King of the Class of 1920 for a new fund established in memory of her father. The income from the Cecil Dudley Gregg Memorial Fund is to be used for the purchase of books for the Departments of Chemistry and Physics.

USE OF THE LIBRARY

Circulation

The fluctuation in the book circulation noted last year continues. The total number of loans, 46,304, is higher but the average per borrower remains about 40. The count of reserve book loans is about average even though the books placed on reserve were somewhat less—5,202 in 1956-57 as against 7,491 in 1955-56. This may prove that fewer books tied up in reserve increases the general circulation but this cannot be factually asserted. In any case it is true that the circulation statistics do show that Bryn Mawr is high compared with many other library figures.

Inter-Library Loan

Our library continues its high record of inter-library loan transactions. We lent 1,081 volumes to 195 libraries and borrowed 534 from 97 libraries.

ADMINISTRATION

Funds

A total of \$32,173.98 was spent on books, periodicals and binding. Of this amount \$11,324.39 was supplied by income from endowed funds and from generous donations, chiefly from the Friends of the Library.

Cataloguing

The statistics appended show that the Cataloguing department's output was at its usual high level during the past year in spite of increased demands on its time for other activities such as the following: the re-locating of the stack books moved to the new areas, the rearrangement of the card catalogue due to the addition of a new unit, the preparation of guide cards necessitated by this expansion, the preparation of a departmental manual and the supervision of the making of new book cards for the Hall Libraries and the withdrawal of worn and missing volumes.

Binding

Compared to last year the binding was considerably reduced, 963 volumes at a cost of \$3,206.30 or about 3.33 per volume. In 1955-56—1,590 were bound at a cost of \$4,270.50 or about 2.68 per volume.

Exhibitions

The three large exhibitions arranged for display this past year were all in connection with special College programs. Miss Caroline New-

ton lent her Thomas Mann manuscripts, letters, photographs, first editions and other memorabilia to make a most exciting exhibition for the *Thomas Mann Commemorative Program*. Books printed in early Philadelphia were gathered from many friends and interestingly displayed in connection with the *Symposium on Colonial History*. The final exhibition, *The Arab World* was collateral with the Alliance's program, *Arab Nationalism in the Middle East*. This gave the opportunity to display some of the library's own rarities, interesting and colorful manuscripts as well as some early printed books.

Staff

Again I would like to express my appreciation to the staff who under difficult circumstances accomplished an unusual amount of work.

It is with regret that I record the resignation of Mrs. Ruth Dille, Secretary to the Librarian, who left to accompany her husband to Florida and of Miss Harriet Budke of the Circulation Department who resigned to go to the Library of the Wharton School of Finance, University of Pennsylvania. Mrs. Evelyn Turner and Miss Margaret Coates joined the library staff.

Respectfully submitted,

JANET M. AGNEW

Head Librarian

LIBRARY STATISTICS

<i>Size and Growth</i>	<i>1956-57</i>	<i>1955-56</i>
Total number of volumes in accession record, 30 June 1957	260,753	
Total books and pamphlets withdrawn	15,250	
Net accessioned volumes	245,503	
<i>Accessions</i>	<i>1956-57</i>	<i>1955-56</i>
Added by purchase	3,174	2,861
Added by gift	1,414	1,788
Added by binding serials	719	973
Added by exchange	36	25
Added by replacement	81	37
Total books and pamphlets added	5,424	5,684
Total volumes withdrawn	417	433
Net added	5,007	5,251
<i>Classification and Cataloguing</i>	<i>1956-57</i>	<i>1955-56</i>
Titles catalogued	3,296	3,513
Volumes and copies added	2,285	2,452
Total added	5,581	5,965
Titles recatalogued	78	66
Cards added to catalogue and shelf list	15,472	15,754
Cards added to departmental catalogues	2,565	3,635
Cards sent to Union catalogue	3,352	3,700
Haverford cards copied	1,581	1,026
Swarthmore cards copied	76	62
Microfilms catalogued	22	0
Titles prepared without Library of Congress cards	741	760
Titles prepared with temporary cataloguing	1,131	1,069
<i>Circulation</i>	<i>1956-57</i>	<i>1955-56</i>
Total circulation	46,304	43,443
Total student circulation (undergraduate and graduate)	33,288	31,110
Number of students (undergraduate and graduate)	802	803
Average number of books borrowed per student.....	41.5	38.74
Total undergraduate circulation	24,507	22,901
Number of undergraduates	629	633
Average number of books borrowed per undergraduate student	38.9	36.17
Total graduate circulation	8,781	8,209
Number of graduate students	173	170
Average number of books borrowed per graduate student	50.7	48.2
Total faculty and staff circulation	8,861	8,873
Outsiders (Haverford, Friends of the Library, Alumnae, Inter-library loan)	4,055	3,460
Books on Reserve (not counted in Circulation)	5,202	7,491
Circulation of books on Reserve during Library hours..	39,154	37,704
Circulation of books on Reserve overnight	5,577	6,420
Circulation of books on Reserve over holidays	357	381
Total circulation of books on reserve	45,088	44,505
Average number Reserve books borrowed per undergraduate	62.0	59.5
Average number Reserve books borrowed overnight per undergraduate	8.8	10.5
<i>Inter-library loan</i>	<i>1956-57</i>	<i>1955-56</i>
Titles lent	1,081	1,025
Titles borrowed	534	600

EXPENDITURES, 1956-57

<i>Expenditures</i>	<i>Library Appropriation</i>	<i>Income from Endowed Funds</i>	<i>Donations</i>	<i>Total</i>
Books	\$ 8,887.97	\$5,839.65	\$4,061.02	\$18,788.64
Periodicals	9,338.12	700.88	170.04	10,179.04
Binding	2,653.50	552.80	....	3,206.30
Supplies, etc. ..	2,868.18	....	....	2,868.18
Grand Total ..	\$23,747.77	\$7,093.33	\$4,231.06	\$35,042.16

LIST OF DONORS TO THE LIBRARY

1956-1957

- EFFIE K. AMBLER '58
 *MRS. HENRY I. ANDERSON
 (Marian Carter)
 MRS BRANDON BARRINGER
 *MRS. ERNST BERLINER
 (Frances Bondhus)
 ERNST BERLINER
 L. JOE BERRY
 WARNER B. BERTHOFF
 CAROL BIBA
 *VIOLA MARGARET BLAISDELL
 *ELEANOR A. BLISS
 *MRS. FLANDERS BOLINE
 ARTHUR A. BORDEN
 MRS. CATHERINE DRINKER BOWEN
 DONALD R. BROWN
 CURT BÜHLER
 ARTHUR BURKHARD
 SCHUYLER CAMMANN
 *LUCY P. CARNER
 RHYS CARPENTER
 *MRS. REGINALD H. CARTER
 (Catharine W. Goodale)
 *MRS. ALFRED L. CASTLE
 (Ethelinda Schaefer)
 *MRS. EDWARD M. CHESTON
 (Emily Read Fox)
 DAVID SANDERS CLARK
 ROBERT L. CONNER
 *MRS. JAMES A. CREESE
 (Margaret V. Morton)
 *FREDERICA DE LAGUNA
 *MRS. DOUGLAS DELANOY
 (Eleanor Marquand)
 *MERIBAH C. DELAPLAINE
 *MRS. LINCOLN DRYDEN
 (Clarissa Compton)
 *MRS. EMILY JOHNSON DUFFY
 (Emily Johnson)
 *MRS. SAMUEL EMLÉN
 (Marion H. Haines)
 CHARLES E. FEINBERG
 JOSÉ FERRATER MORA
 *OLIVE B. FLOYD
 ROBERT FROST
 BUELL G. GALLAGHER
 *MARY S. GARDINER
 *HELEN M. GARTH
 VIRGINIA C. GILDERSLEEVE
 C. M. GOETHE
 *HETTY GOLDMAN
 *MRS. JOHN D. GORDAN, JR.
 (Phyllis Goodhart)
 JOHN D. GORDAN, JR.
 *MRS. HARRY L. GRANT
 (Margaret B. Scribner)
 REV. WILLIAM J. GORMLEY
 DAVID B. GREEN
 MRS. CHARLES F. GRIFFITH
 *LAURA GUGGENBUHL
 *THERESA HELBURN
 *MARY E. HERR
 *MRS. CHANDLEE H. HICKOK
 (Laura L. Byrne)
 MALCOLM A. HOFFMAN
 HERBERT P. HOUGHTON
 *MRS. KARL D. JESSEN
 (Myra S. Richards)
 *MRS. ADOLPH KNOPF
 (Eleanora F. Bliss)
 SERGE KORFF
 CHARLES LACHMAN
 *MRS FRANK RAY LANAGAN
 (Charlotte Morton)
 *MABEL LANG
 *EDITH H. LANMAN
 *GERTRUDE C. K. LEIGHTON
 JOHN A. LESTER, JR.
 *MARY OWEN LEWIS
 MRS. WINSLOW LEWIS
 *BETTINA LINN
 MRS. W. B. LINN
 ANGELINE LOGRASSO
 MRS. EDWARD S. LOWER
 *KATHARINE E. MCBRIDE
 SAMUEL K. MCCONNELL, JR.
 CHARLES MACINTOSH
 *MRS. FREDERICK J. MANNING
 (Helen Taft)
 JUAN MARICHAL
 MARIO MAURIN
 MRS. ARTHUR I. MEIGS
 *MACHTELD MELLINK
 *MRS. WALTER C. MICHELS
 (Agnes K. Lake)
 WALTER C. MICHELS
 *MARIANNE C. MOORE
 *MRS. THEODORE MORRISON
 (Kathleen Johnston)
 MILTON C. NAHM
 *ADELAIDE W. NEALL
 *CAROLINE NEWTON
 *JANE OPPENHEIMER

* Alumna or former student of Bryn Mawr College

JOHN C. OXTOBY
 *MRS. SAMUEL H. PAUL
 (Margaret Tyler)
 AMOS JENKINS PEASLEE
 GEORGE EDWARD PFAHLER
 *MRS. JACOB M. PLAUT
 (Alice Sachs)
 *MRS. EDWIN M. RHEA
 (Clara D. Jenkins)
 *MRS. PAUL A. RIE
 (Grace Young)
 FLORENCE ROCKWELL
 *MRS. JAY B. RUDOLPHY
 (Edith Rondinella)
 ROBERT A. RUPEN
 *MRS. HARVEY SATENSTEIN
 (Lila Labowitz)
 *MRS. ERNEST C. SAVAGE
 (Jane B. Yeatman)
 PAUL SCHRECKER
 *HELEN SHARPLESS
 *HARRIET S. SHELDON
 JOSEPH C. SLOANE
 *MRS. DONALD P. SMITH
 (Margaret D. Warner)
 J. SOMERS SMITH
 ALEXANDER C. SOPER
 ARTHUR COLBY SPRAGUE
 *MRS. ROMNEY SPRING
 (Mary F. Nearing)
 *HELEN G. STAFFORD
 *MRS. FRANCIS J. STOKES
 (Lelia T. Woodruff)

MARY LOU TABER
 *ASAKO TANAKA
 LAWRENCE N. TAYLOR
 MRS. B. C. TILGHMAN
 *ANNE HAMPTON TODD
 *MRS. EARL K. VAN SWEARINGEN
 (Eleanore Maria Chamberlain)
 *MRS. AMELIA FORBES THOMAS
 (Amelia Forbes)
 *MRS. JACQUES L. VAUCLAIN
 (Myra Elliot)
 CORNELIUS C. VERMEULE
 ERNST WALDINGER
 *MRS. TIMOTHY WALSH
 (Marian A. Wright)
 EDWARD H. WATSON
 ROGER HEWES WELLS
 *AMELIA E. WHITE
 *MRS. THOMAS RAEBURN WHITE
 (Dorothy Shipley)
 *MRS. JOHN J. WHITEHEAD
 (Eleanor D. Wood)
 *MRS. GEORGE HERMON WINFREY
 (Henrietta B. Runyon)
 MR. AND MRS. DONALD G. WING
 (*Charlotte Farquhar)
 JUDGE NOCHEM S. WINNET
 *MARY K. WOODWORTH
 *DOROTHY WYCKOFF
 MRS. VICTOR ZELOV
 GEORGE ZIMMERMAN

* Alumna or former student of Bryn Mawr College

REPORT OF THE COLLEGE PHYSICIAN

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1956-1957:

HEALTH

Except for the mild influenza epidemic, the level of student health was good this year. No significant change is seen in the figures to the supplement to this report. The total number of admissions is lower this year than in the last five years but this is due to the fact that students who have B.M.R. determinations are no longer admitted for the night before the test and are therefore not counted. Thirty-one such tests were done.

For the first time since 1949, one student developed tuberculosis. She had always lived abroad and her X-ray for admission to this country was reported negative but in the middle of November her disease suddenly became active. She was hospitalized immediately under the care of a specialist and was able to return home in February with every expectation of eventual cure.

Because of the possibility of infection for her associates, tuberculin skin tests were done on sixty-three students—those who considered their contact with the student to have been close. Those whose tests were negative, showing no previous sensitization, and therefore no protection against the disease, were retested in February. Of those retested, five gave positive reactions but none showed any abnormal chest findings when they were re-X-rayed. All of these students had had chest X-rays which were reported negative when the mobile unit from the Pennsylvania Bureau of Tuberculosis Control had taken films of 830 individuals on the campus in October.

STAFF

The staff had one change in the person of Miss Virginia Ellis as technician-secretary. Her technical ability, pleasant personality and interest in the work have made her a valuable member of the group.

INFIRMARY ROUTINE

The infirmary has a well organized yearly routine. The year begins with the return of the staff two weeks before the opening day of classes in order that physical examinations of maids and porters may be completed before halls are opened to students. During this period annual Wassermann tests are done and vaccinations against smallpox are repeated every fifth year for each member of this resident group.

During freshman week, the head nurse, the technician and the college physician move to the gymnasium for five days where, with the help of the director of physical education and a member of her staff, all incoming students are seen for their health examinations and swimming tests.

When the College opens for classes, incoming graduates are examined and in October all seniors and any students with health problems are checked by the physician. As this work is completed, colder weather with more indoor living and increasing pressures, both academic and extracurricular, bring an increase in the number admitted for bed care.

At the same time it is necessary to proceed with whatever mass immunization programs are indicated. This year the Salk Vaccine was offered in November and December and again in March and April. In each period some persons were completing the series initiated elsewhere and some just beginning their protection against polio. In all 518 doses of vaccine were given to 295 individuals.

In February between these two series, influenza appeared on the campus in mild epidemic form so that the vaccine against that debilitating illness was offered. There were 327 immunizations given to the members of the total college community.

Beginning in December the application blanks for next year's entering class are reviewed by the college physician. In the spring when the in-patient load lightens, the check-ups for junior year abroad and summer jobs begin with their attendant immunizations and paper work. The Hygiene examination has to be set, administered and marked and plans for the next year's marriage lecture series reviewed.

All of these activities are fitted into the schedule after the daily rounds are made for the students in bed and after those who have less severe complaints have been examined in the dispensary—some 8,000—and either treated or referred to specialists for care.

A review of the various referrals this year shows that the following numbers were sent to these specialists:

- 2 to cardiologists
- 22 to dermatologists
- 25 to gynecologists
- 16 to internists
- 2 to neurologists
- 32 to ophthalmologists
- 4 to orthopedists
- 2 to osteopaths
- 9 to otolaryngologists
- 26 to surgeons
- 2 to urologists

When the last student has departed the Infirmary figures are finally tabulated, orders written for next year's supplies, medicines locked up and beds covered with dust sheets until the next fall.

In the midst of all this routine the members of the Infirmary staff always remember that their chief responsibility is to treat the patient not the disease and that at times a broad shoulder or a sympathetic ear is more important than a pill or poultice.

No one is more cognizant than the college physician that the work in this routine could not be accomplished without the devoted interest and cooperation of the other members of the staff, physicians, nurses, technician and maids, and I am most grateful. The fact that the President, the Deans, and other members of the college community have an interest in and an understanding of the infirmary objectives makes the work doubly rewarding.

Respectfully submitted,

ELIZABETH HUMESTON, M.D.

College Physician

SUPPLEMENT TO PHYSICIAN'S REPORT

INFIRMARY REPORT

Five-Year Summary

Year	Total Infirmary Admissions	Total Infirmary Days	Average Daily Census	Total Dispensary Visits	Average Daily Number of Dispensary Patients
1952-53	620	1414	5.89	7360	30.7
1953-54	551	1507	6.28	7227	30.1
1954-55	579	1382	5.72	7076	29.5
1955-56	555	1485	6.46	7041	29.3
1956-57	525	1380	5.75	8075	33.6

Monthly Admission Summary

Semester I	Sept. and Oct.	November	December	January	Total
1956-57	62	54	59	55	230
Semester II	February	March	April	May & June	
1956-57	81	95	47	72	295

Infirmary Diagnosis 1956-1957

Diseases of the Psychobiological Unit	Semester 1	Semester 2	Total
Psychophysiological visceral disorders	4		4
Psychoneurotic disorders	12	8	20
Transient situational personality disorders	5	4	9
Diseases of the Body as a Whole			
Chickenpox		1	1
Influenza		47	47
Mononucleosis	7	7	14
Mumps		1	1
Rubella		2	2
Viral infections	6	10	16
Allergic reactions		2	2
Fatigue	29	29	58
Diseases of the Skin			
Abscess	2		2
Cellulitis	1		1
Furuncle	1		1
Dermatitis venenata		3	3
Burn		1	1
Contusion	1		1
Hematoma	2		2
Laceration	1	1	2
Diseases of the Musculoskeletal System			
Fractures	1	2	3
Dislocation	1		1
Sprain	1	2	3
Contusion	2	4	6
Myositis	2	4	6
Torticollis, acute	1		1

	Semester 1	Semester 2	Total
Diseases of the Respiratory System			
Common cold	58	46	104
Epistaxis	1	1	2
Sinusitis	8	6	14
Laryngitis	1	2	3
Tracheitis	3	1	4
Bronchitis	2		2
Pneumonia, viral	3	2	5
Tuberculosis	1		1
Pleurisy		1	1
Diseases of the Cardiovascular System			
Tachycardia	1		1
Lymphangitis	1		1
Diseases of the Digestive System			
Dental conditions	3	1	4
Mumps	1		1
Pharyngitis	4	7	11
Tonsillitis	2	2	4
Gastro-intestinal conditions	23	48	71
Appendicitis		6	6
Hepatitis	3	1	4
Diseases of the Urogenital System			
Urinary tract conditions	3	2	5
Menstrual conditions	16	14	30
Mittelschmerz	3	1	4
Diseases of the Nervous System			
Concussion	1	2	3
Migraine		1	1
Herpes zoster		1	1
Neuritis	1		1
Diseases of the Endocrine System			
Hypothyroidism		1	1
Diseases of the Special Sense			
Acute glaucoma	1		1
Otitis media and externa	1		1
Non-diagnostic Terms			
Observation	4	8	12
Post-operative care	4	8	12
Sleeping privilege	2		2
Symptoms undiagnosed		5	5
TOTALS	<u>230</u>	<u>295</u>	<u>525</u>

REPORT OF THE CONSULTING PSYCHIATRISTS

To the President of Bryn Mawr College

Madam:

It is with great pleasure that we present the report of the consulting psychiatrists for the academic year 1956-1957. This pleasure may be likened to the feeling of health, well-being, and self-esteem that result from the successful therapeutic collaboration of a patient and physician in the use of a medical prescription. However, in this instance, our normal roles have been reversed. It is we, as the patients, who feel we have been restored to general good health by the excellent prescription given us by the college family acting as the doctor.

Acceptance, Trust, Usefulness—these three are combined in the prescription. You might reasonably ask why we suffered from a lack of these three basic necessities.

First, Acceptance; a psychiatrist because of his descendancy from a heritage of demonology, magic, mesmerism, witchcraft and superstition has often been categorized by otherwise intelligent people as the medical specialist most to be feared. This fear has forced many people, terribly troubled in their daily living by emotional turmoil, to delay seeking help until many times restoration to a healthy state of living was limited or impossible. The inability to accept the psychiatrist as a human, friendly, helpful physician has made his work often a rather isolated, lonely task. Through the years at Bryn Mawr College the problem of acceptance gradually has become less a problem. This past year, from all available evidence, marks the death of the problem. There is and undoubtedly always will be on the part of some, non-acceptance of the reality of the psyche and the role of the psychiatrist but as a problem at Bryn Mawr College it has passed away.

Secondly, Trust; a psychiatrist at Bryn Mawr is, at first glance, in a peculiar position. To be trusted by anyone he must be expected to maintain and safeguard confidences that are entrusted to him in a therapeutic relationship. At the same time he is being paid by the College and has a responsibility to safeguard the efficient operation of the College in keeping with the general welfare of all. This seeming dilemma of trying to serve two masters has made many people who would otherwise seek help, hesitate, and many times decide against seeking help. This seeming dilemma has been gradually resolved through the years as it became increasingly apparent that there was only one goal and

therefore only one master and that, the mutual well-being and mentally healthy interaction of all parts of the College—students, faculty, administration and consulting psychiatrists. Gradually the trust has grown until this past year we were actually able to feel it and so it too disappeared as a problem.

Lastly, Usefulness; as Acceptance and Trust were given us in increasing amounts our chances to be useful increased. The need to produce, create, to shape our environment constructively to meet our other needs is the essence of a healthy active human. In a college psychiatrist this need is filled by helping people to help themselves. By helping people to see their problems clearly we try to remove the various impedimenta to emotional growth, which growth as an ever-continuing process itself leads to more zestful, useful, satisfying living. This past year we both feel that we were useful as never before. This is measured not in terms of how many students we saw but how much we were able to help them toward further emotional growth, which we believe to be one of the functions of our educational system and without a modicum of which real education is impossible.

To a college psychiatrist one of the real measures of the degree of Acceptance, Trust, and Usefulness which he is given is the number of students who consult him voluntarily. This year we feel for the first time the voluntary consultations outnumbered the referrals. The five-year statistical summary, which is a rather poor measure of any of the things about which we have been talking, follows. Unfortunately, quantitative methods of measuring feelings have not yet been discovered.

	Number of Students Consulting	Number of Interviews
1952-1953.....	47	173
1953-1954.....	56	251
1954-1955.....	55	201
1955-1956.....	43	192
1956-1957.....	56	244

In closing this report—as the doctor, the College gave us a prescription containing Acceptance, Trust and Usefulness. This has relieved our symptoms and restored us to emotional health. To all who had a part in this we are grateful. We can do no better than to offer this same prescription to any who come to us seeking help.

Respectfully submitted,

RICHARD G. LONSDORF, M.D.

HOWARD B. SMITH, M.D.

Consulting Psychiatrists to Bryn Mawr College

REPORT OF THE DIRECTOR OF PHYSICAL EDUCATION

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1956-1957:

The year (1956-1957) could be considered typical of other recent years in the Department of Physical Education. The sports offered were the usual Hockey, Archery, Tennis, Golf, Riding, Dance, Swimming and Fencing in the Fall; Body Mechanics (for Freshmen), Basketball, Badminton, Swimming, Dance (Modern and Folk), Golf, Skating and Fencing in the Winter; and again Tennis, Archery, Riding, Golf and Lacrosse and Softball in the Spring. However, interest in both teaching procedures and the student needs is fertile ground for the instructor to develop challenging new ideas in organization of the program or teaching techniques. Many of these ideas, when tried, bring satisfying results.

To give assurance to the poorly skilled student that she too can enjoy participation in sports, and to stimulate the more highly skilled student toward even better performance is gratifying to instructor as well as student. Such accomplishments could be said to be the bright spots of the year.

How to interest the student who reaches college sure she "never can learn to hit a tennis ball" or one who "was always the worst in the class" in physical education has been a question of concern for some time, and a solution cannot be found readily. Fundamentally the problem resolves itself into not one of inability to hit the tennis ball or unhappy acceptance of the lowest position of class ability, but rather one of patience and willingness of the student to understand the principles of movement. When such students were grouped together in one class, each knowing she was no worse than the other, progress was amazing. Interest in understanding the "why" and willingness to attempt the "how" were dominant attitudes. Thus the Department recommendation that low-skilled students take a special class in body mechanics proved gratifying. Only class conflict prevented 100 per cent election to the course and time, space and load of teaching personnel necessitated terminating the course with the close of Fall season. That the students had requested its continuation, gave evidence of their approval.

The purchase of a tennis machine, "Ball Boy," aroused initial curiosity, then interest when its varied usage was fully recognized. The constancy with which a series of thirty-six balls are tossed out to a player

gives even one player more opportunity to practice a swing, hit and follow through in one class period than she would probably experience all season, particularly if she is a beginner. Repetition of strokes by the player, along with suggestions from the instructor resulted in enthusiastic response from the student. Beginners were elated with their rapidly developed ability to hit forehand and backhand strokes. The more advanced players were enabled to practice over and over their net play, a lob, a smash, or a cross court drive. The machine lends itself to many uses, depending considerably on the ingenuity of the instructor. The Bryn Mawr Department, like Vassar and Barnard, considers itself fortunate to possess this machine.

With a gift of money to the Department to be used for swimming, racing lanes were purchased for the pool. Varsity swimmers received this addition with true appreciation. The filter system installed in the summer of 1956 proved all that could be desired. The outmoded weekly dump and fill process, plus the weekly cost of 30,000 gallons of water and frequent resulting unattractive conditions, no longer are a problem or a cause of embarrassment. The ever clear water is a joy.

The realization that we had an excellent diver in college, capable of Amateur Athletic Union recognition, necessitated finding a proper board for her practice needs. Our low ceiling requires a very stiff board to prevent spring on the take-off. Baldwin School has graciously offered the use of its board for both practice and meets scheduled "at home."

The addition of the two newly surfaced tennis courts to our previous four all-weather courts proved an adequate number for our class tennis. A heavy registration in golf lowered the election in tennis. A change in election of golf and tennis or a larger student body will pose an urgent need for more space for one or both activities.

A total of 152 Sophomores, reporting twice a week, and 169 Freshmen, reporting three times a week, plus additional student participation in Athletic Association offerings, point up the demands placed on the present building for the physical education program alone. Classes already dove-tail, one leaving as another comes on the one big floor. The small downstairs Athletic Association room is used for Folk Dancing and we keep our circles or squares small. The Fencing classes scarcely have room to practice the fundamental "lunge and thrust" technique. The walls of the building perhaps will bulge, the pool overflow, the floors sag and creak if more students are poured into the building. However, a pleasant group atmosphere persists but eventually some way must be found to enlarge our present facilities.

Respectfully submitted,

IRENE A. CLAYTON

Director, Department of Physical Education

REPORT OF THE DIRECTOR OF HALLS AND THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

To the President of Bryn Mawr College

Madam:

We have the honor to present the following report for the year 1956-1957:

The work of the Buildings and Grounds Department is always divided between summer work—repairs and improvements—and winter work—routine operation. The crowning achievement in more ways than one of the summer of 1956 was the re-roofing of the tower of Taylor. A large section had been ripped loose during a storm in the spring and could not be repaired until it was possible to scaffold. The unexpected sight of scaffolding on the tower following Commencement was soon replaced by a penny-bright copper roof which has now weathered to a softer shade.

Less conspicuous but equally gratifying and necessary was the installation of a new organ in Goodhart. The former one had indeed breathed its last and was sadly missed, particularly at Sunday chapel services. The new organ with its silver pipes is a pleasure both to hear and see.

A greatly enlarged parking area back of Merion has eased the ever-increasing parking needs.

The addition of two new all-weather tennis courts, located by the hockey field, compensates in part for the four courts sacrificed to the plans for the new biology building.

The installation of a filter system for the gymnasium pool improves the method of purification and reduces the labor and expense formerly involved in the operation of the pool.

In the halls of residence two electric dumb waiters, one in Merion, one in Radnor, and an electric elevator in Denbigh replaced antiquated equipment and relieved the hazard of accidents, and in the case of the elevator, the fears of the Denbigh porter that he would wear out before the old rope elevator did.

A new lighting system in the basement stack of the Library has improved the lighting and done away with the unexpected and unwelcomed shocks which were experienced in turning on the lights.

The major refurnishing project of the summer was the transformation of an old unused locker room in the basement of the Graduate Center to a bright and comfortable recreation room with a connecting tea pantry. The room had only an outside entrance, but thanks to an ingenious circular stair, may now be entered from the inside as well as the outside. The tea pantry, equipped with electric burners and a refrigerator, is well adapted to late breakfasts, afternoon teas, Journal Club meetings and social gatherings. The gift of a record player by Dean Bliss has added greatly to the pleasure of the graduate students in the use of the room.

While it is tempting to point with pride to the additions of the summer, a word should be said of the winter which sees, after all, the major work of the Department. The history of the college year is recorded in many places: in the President's Report, in the *College News*, the *Alumnae Bulletin*, but perhaps nowhere in such detail as in the hundreds of pink requisition slips which cross the desks of the Buildings and Grounds Department each month. A notation on the College Calendar in Taylor of a "dance in the gymnasium, December 1," expands in the Business Office to orders for a platform for the orchestra, for a hundred chairs, for tuning the piano, for food, for service inside, for parking outside, and for the inevitable cleanup the day after.

The social life of the students off campus as well as on becomes part of the concern of the Department through orders to watchmen for late permissions granted by Self-Government and through orders to the Lantern Man, that unique Bryn Mawr institution, a watchman with a lantern who meets all trains after dark and walks with students from the railroad station to the campus.

The allocation of work for the college trucks, which must constantly deliver food to the halls from the store room and transfer incredible loads of trash from all campus buildings to the township dump, and also answer numerous demands requires flexible planning; so also does the supervision of the schedules of the college station wagons whose engagements take them on geology field trips, to athletic events, classes at Haverford, and sometimes to the airport to meet visiting lecturers.

Requisitions for repairs are omnipresent—the broken window cord, the hissing thermostat, the missing trunk key, the leaking faucet, the erratic washing machine. Infinite in number and infinite in variety are the activities of the Department. An order once given to investigate a flash of light in Goodhart during a storm (and a concert) and to prevent

a recurrence was received by the late and ever-lamented electrician, Mr. Dougherty, with the somber comment, "I have been asked to do many things by the College, but never before to chase lightning."

The Department is grateful for the indispensable help of the Residence Hall staff, the Business Office, and the staff of mechanics and groundsmen.

We also wish to express our appreciation of the sympathetic understanding and help of the Buildings and Grounds Committee of the Board of the College.

Respectfully submitted,

CHARLOTTE B. HOWE

Director of Halls

HORACE T. SMEDLEY

Superintendent of Buildings and Grounds

REPORT OF THE DIRECTOR OF THE CHILD STUDY INSTITUTE

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1956-1957:

On October 13, 1956, the Institute joined with the members of the Lower Merion School staff for a one day workshop on "The School, the Clinic and the Child." Initiated in the spring under the leadership of Dr. Elwood Prestwood and Mrs. Cornelia Biddle, the conference program had been jointly planned by teachers and administrative officers of the school and the Institute staff. Our purpose was to provide opportunity for a group to consider together how the child's need for specialized psychological services can be met most effectively. Sixty-five persons attended the Saturday sessions at West House. Divided into four groups of approximately fifteen each, the workshop participants were able to talk freely about day-to-day needs as they present themselves in school and clinic.

Discussion ranged over theoretical as well as practical aspects of mental health and it seems certain that all gained greater understanding of the complexities of child behavior and emotion in the school experience. One of the specific problems on which discussion was particularly fruitful was that of how to carry over from elementary to secondary school the varied fund of information and understanding about particular children built up during the first six years of school. This was of peculiar concern to Institute staff because we have often spent a great number of hours with some of these children through the elementary years and feel a continuing interest in them.

Beyond our strictly professional gratification with the workshop, we of the Institute were pleased to be able to return in some measure the hospitality which our colleagues in all the schools have so frequently extended to us. The luncheon at the Deanery was an important part of the day's activities.

The Phebe Anna Thorne School offered a teachers' workshop on music for young children on April 13. Under the brilliant leadership of Mr. Hugh McIlheny, Director of Music at the New Lincoln

School, New York City, eighty-five teachers from private and public schools learned how the simplest materials can become the medium for a creative experience of music. Throughout a lively Saturday morning the teachers themselves made music, not only with conventional instruments but also with bells, bottles, drums, flower pots and a wooden block xylophone. These extraordinary possibilities for enriching the musical understanding of young children were opened up by Mr. McIlheny. Miss Susan Maxfield, Director of the Thorne School planned and organized the workshop, and with the help of her fine staff, was hostess to the large group of teachers who attended.

A special emphasis of the year has been the use of the weekly staff conference for reports by individual staff members of research projects or topics of study which concerned him or her currently. Because the three psychiatrists are with us for such limited hours, we are compelled to keep full staff conferences short. However, disciplined planning by reporting individuals made possible concise and clear abstract-type presentations. Through them the four disciplines—teaching, psychiatry, social case work and psychology—offered new material and insights to each other. The richness of the team approach has been dramatized by these reports which demonstrated the variety of skill and knowledge represented in our own staff.

To help meet the growing demand for counseling service, a third full-time social worker was added. Miss Elizabeth Wheeler, graduate of the Bryn Mawr Department of Social Work, took up a case load in three schools and in the clinic in September.

Even with the new staff member and two students in placement, counseling waiting lists developed in several schools. Moreover the severity of the problems showed that school people had not lightly asked for help. In the great majority of cases the need was strident and often it was acute. School phobia, running away, bizarre behavior, school failure in the presence of good ability, withdrawal, psychosomatic disruption of school learning, extreme parent-child conflict, disturbance over the death or desertion of a parent—these are only a few of the problems presented. In response the case workers and psychologists have given most generously of time and energy. The increased number of children served is, of course, a function of more staff, but it reflects as well the devoted effort of every member of the staff.

For several years, since the pressures on Miss McBride's time became so heavy that she was compelled to give up seeing children for speech

therapy, we have not been able to offer that service to the community. This year, we are happy to report, Mrs. Margaret Pearce, speech specialist, joined the staff. Trained at the University of Minnesota and experienced in therapy with a wide variety of speech pathologies, Mrs. Pearce brings to us a high level of skill and professional breadth. Her case load is a fast growing one.

Three advanced students in the mental health field, two in case work and one in Educational Psychology, have been with us on stipend for training in their specialties. They, as well as the two graduate student assistant teachers, in the Phebe Anna Thorne School, have attended the regular staff conferences. The provision of supervised training for such students is, we feel, a particularly appropriate use of Institute facilities and personnel. In the face of the overwhelming shortage of case workers and an almost as great need for clinical psychologists we would like to be able to offer even more opportunities in this setting.

With the renovation of a third floor room, the last unused area of West House was pressed into service in January of this year. This has become an office-classroom. It provides offices for two social workers on two days a week. The rest of the time it is used as a seminar room. A long-standing heating problem on the third floor of West House was somewhat alleviated this winter by the installation of two electric wall heaters. Some difficulty remains which we hope will be relieved by the extensive repairs to the heating system carried out during the summer.

Respectfully submitted,

RACHEL DUNAWAY COX

Director of the Child Study Institute

CHILD STUDY INSTITUTE CASE LOAD 1956-1957

PSYCHOLOGICAL EVALUATION PROGRAM

PSYCHOLOGICAL TESTING

Children referred by:

Public Schools	335
Private Schools	2
Social Agencies	4
Families	31
Physicians	5
Total number of children tested	<u>377</u>

Conferences related to Psychological Testing

Conferences with parents	128
Conferences with teachers	276
Conferences with school administrators, nurses and secondary school counselors	10
Conferences with clients	12
Conferences with physicians	3
Conferences with social workers	7
Total number of counseling interviews	<u>436</u>

COUNSELING PROGRAM

SCHOOL COUNSELING

Children receiving school counseling	135
Number of interviews with children	2288
Number of interviews with parents	319
Number of interviews with school personnel	955
Total number of interviews	<u>3562</u>

PSYCHIATRIC COUNSELING

Number of children	15
Number of interviews with children	274
Number of interviews with parents	243
Number of joint conferences of parent, social worker, and psychiatrist	18
Total number of interviews	<u>535</u>

COLLEGE STUDENTS

Referred by college physician	1
Referred by deans	36
Referred by self	3
Total number of college students	<u>40</u>
Total number of interviews	189

REMEDIAL READING

Number of pupils	3
Number of lessons	52

REMEDIAL SPEECH

Number of pupils	10
Number of lessons	189

REPORT OF THE CHAIRMAN OF THE COMMITTEE ON
THE MADGE MILLER RESEARCH FUND

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1956-1957:

The Committee made six grants last year as follows:

Grant 184—Mr. Ferrater Mora—translating	\$ 200.00
Grant 185—Mr. Gilbert—copying of documents	32.00
Grant 186—Mr. Koch—photostats	20.00
Grant 187—Miss Robbins—microfilms	75.00
Grant 188—Mr. Rupen—microfilming	122.35
Grant 189—Mr. Vermeule—plates	125.00
Total	<u>\$ 574.35</u>

Respectfully submitted,

ELEANOR A. BLISS
Chairman of the Committee

REPORT OF THE BUREAU OF RECOMMENDATIONS

To the President of Bryn Mawr College

Madam:

I have the honor to present the following report for the academic year 1956-1957:

At the end of the summer, slightly more than 86 per cent of the Class of 1957 were either employed or taking further training. Almost 49 per cent had paid occupations and over 37 per cent were in graduate or other schools. There was a large increase in the number teaching or preparing to teach—32 as against 20 in 1956, with 15 taking courses in Education compared with three the year before.

The Bureau had what might be called a commonplace year. An attempt to use recruiters at open meetings about jobs was not at all successful as far as students other than seniors were concerned, and not too successful even with seniors. An attempt to get seniors to register early in the year was successful as far as the mechanics of the thing were concerned but did not appear to have much influence in stimulating serious thought about future plans. The lack of serious thought is understandable, however, as the abundance of openings makes planning fairly unnecessary.

Students in encouraging numbers are beginning to realize that the office job is apt to be the beginning one and not so many are scornful of the typing and shorthand approach to such things as publishing, public relations, and the other so-called "glamour" jobs. The speed-writing course continues to flourish on the campus.

The number of recruiters remained about the same and the Bureau continued its usual activities of trying to provide information about jobs to students and alumnae. Meetings attended included the autumn one of the Eastern College Personnel Officers and the winter one of the National Association of Principals of Schools for Girls. The appointment officers of the Seven Women's Colleges met at Bryn Mawr in June.

We were so unfortunate as to lose Eve Bogle to the needs of a husband and child. She was excellent in her job and everyone will miss her—students, families, recruiters and, above all, our own staff.

We were, however, so fortunate as to get the services of Miss Filler as the part-time secretary when Mrs. Carver became ill in November. She does the boring jobs of the office with great good humor and great intelligence, and we wonder how we ever got along without her.

Respectfully submitted,

LOUISE F. H. CRENSHAW

Director of the Bureau of Recommendations

To the Directors of Bryn Mawr College: I have the honor to present a report on the College for the years 1961-2 and 1962-3.

The writer of a report to the board of directors of a college or university is likely to hear the voice of conscience saying that the record should be the accomplishment of all the members of the faculty and staff and all the students. The record is indeed the new levels of knowledge and understanding and maturity reached by many and missed by a few. It would be a great satisfaction some year to find a form of expression which would present that record in a single volume.

The two years under review, however, brought to Bryn Mawr such important opportunities for the future of the College that this report must be that story. No extrapolation is needed here to indicate that faculty and students in succeeding years will see new advances.

The first great opportunity came in August 1961, when C. Pardee Erdman proposed a plan to make a gift to Bryn Mawr for a building in memory of Eleanor Donnelley Erdman. Mrs. Erdman as a member of the Board of Directors had been interested in the College broadly. Both before and after her election to the Board, however, her greatest interest was in undergraduate students. The building that seemed to everyone right in her honor was the new residence hall which the College had so long needed and for which Louis Kahn was developing such excellent plans. Ground was broken for this building on May 29, 1963.

In the winter of 1961-2 Bryn Mawr presented to the Ford Foundation a report under the Foundation's Special Program in Education. This program is designed to "build on excellence and realistic aspirations in a group of institutions with differing backgrounds, geographic locations, and plans for the future."¹

Each college's report is a detailed presentation of the work of the college together with its predictions for the future. As a result of the many relevant committee reports and studies made in recent years, Bryn Mawr's report could be prepared fairly quickly. Nevertheless, the report called for a good deal of time from a few members of the faculty, the staff and the Board. The College as a whole is greatly indebted to them.

To the joy of those interested in Bryn Mawr, the College in June 1962, was awarded a grant in the second series under the Special Program in Education. The

1. Henry T. Heald, President. Ford Foundation News Release, June 27, 1962.

grant was a "matching" \$2,500,000 with \$7,500,000 to be raised from private sources within the three-year period before June 30, 1965.

This grant is the largest ever offered to Bryn Mawr. It was accepted for the College with deep gratitude to the Ford Foundation and full cognizance of the magnitude of the task ahead. All groups concerned saw this Program as a way in which the College could make more rapidly the advances it was struggling to make and bring into a present time-schedule certain new undertakings which had seemed impossible before the fact of the grant from the Ford Foundation.

As work began to "match" and so to secure the grant, the strength of the Board and the Alumnae Association with the joint Committee on Resources became increasingly clear. To raise the sum of \$7,500,000 in three years was understood to require not only intensified fund-raising but very fast work, and through the Board, the Alumnae Association and interested parents there were literally hundreds to say that an enterprise of this scope could be completed.

At successive meetings after Bryn Mawr received the matching grant, the Board authorized important advances. The first was an increase in faculty salaries at least a year ahead of any new advance earlier contemplated. At the same time, the Board increased staff salaries and introduced a new group life insurance plan for both faculty and staff.

Encouraged by the grant from the Ford Foundation, the Board found that it should be possible to continue to work for higher salary scales, as in recent years, and at the same time to accelerate the building schedule. To do so meant to tackle two buildings beyond the Eleanor Donnelley Erdman Residence Hall; first, the addition to the Science Center for the physical sciences and as soon as plans could be decided upon, the addition to the Library. The Board voted to proceed at once with the first of these, the building which will provide all the space for mathematics and physics and add to the laboratories for chemistry and geology. Construction for this building was begun on June 8, 1963.

A further step to enlarge the plant was taken by the Board directly as a result of the prospect of the grant from the Ford Foundation. In June 1962, the College purchased for \$165,000 Arnecliffe and the Perry properties, the seven acres across from Dalton Hall which Mr. Henry H. Perry had earlier offered Bryn Mawr. These were much desired additions to the campus which the officers of the Board had until the time of the grant from the Ford Foundation considered beyond reach by the College.

With advances in salaries, the decision to go ahead with the building for the physical sciences and the purchase of Arnecliffe, the impact of the grant from the Ford Foundation on the College in the first year of the program, 1962-3, was clear. June 1963 made clear as well the fact that gifts to match Ford Foundation dollars were keeping pace. Everyone working for the College gained new confidence when at the end of the first year, in July 1963, the Resources Committee was able to report that the first payment of \$650,000 on the grant from the Foundation had been "matched," on the required 3-to-1 basis, and with a little to spare, by the \$1,987,000 received during the year from all private sources.

In preparation for the still larger effort of the second year, the Resources Committee has the aid of a new National Committee formed during the course of the year 1962-3 with members ready to carry on the work of "matching" the grant from the Ford Foundation in their cities and regions. To the members of both groups and to all those working for the College in this critical period, the Board and the Faculty join in sending thanks.

The W. Alton Jones Professorship

Among the many gifts received during the year none was more striking in terms of its helpfulness to the College than the endowment of \$400,000 granted by the W. Alton Jones Foundation for a professorship in memory of W. Alton Jones, for many years President and later Chairman of the Board of the Cities Service Company, father of Elizabeth Jones Ott (1941) and Patricia Jones Edgerton (1943, M.A. 1946). The Department of Chemistry has for at least six years needed additional work in physical chemistry. In chemistry as in other fields additional appointments to the Faculty have been deferred because the major effort of the College has been to increase salaries. With the gift of the W. Alton Jones Professorship, to which the senior member of the Department, Mr. Berliner, will be appointed in September 1963, the important work of the Department over many years will be recognized and its present work will be extended through a new appointment in physical chemistry.

The Undergraduate Curriculum and the New Review Committee

The Faculty, which through the Curriculum Committee, had been working on problems of the undergraduate curriculum particularly intensively, decided that

these problems were sufficiently pressing to justify further, more concentrated study. In March 1963, the Faculty directed that this study be undertaken by the Curriculum Committee with the addition of certain members of the Faculty who would reduce their teaching to work on curriculum. The study was scheduled to begin in September 1963, with a budget to be met by expenditure of part of the later payments of the grant from the Ford Foundation.

The problems of the undergraduate curriculum arise from changes which seem likely to grow more marked with time: in terms of knowledge, the wider range in many fields and the increasing complexity of methodology; and in terms of the student, the greater frequency of plans for graduate school, with well over fifty per cent of each senior class entering graduate school directly.

The particular reasons for the problems of the undergraduate curriculum are fairly evident; plans to improve it, in any overall sense, are much less clear.

In the two-year period under review the Curriculum Committee has tried to find ways to reduce what is for many students the "tightness" of the curriculum. To give students a little more leeway, the literature requirement was extended from its restricted form to all fields of literature and within each field to any course sufficiently broad. To take into account some of the differences in the needs of different major fields, departments were authorized to experiment with different versions of the unit of work in the senior year set for the preparation for the final examinations. To recognize the new and higher level of work in many of the secondary schools, the Faculty voted to accept college-level work in secondary school to meet college requirements and, where appropriate, to receive college credit.

In the process of taking these actions the Faculty reviewed two sorts of change: the needs of certain departments, notably biology and chemistry, for an increase in the amount of time the student can set aside for major and allied work; and the fairly rapid introduction of college-level work in many of the secondary schools. It is tempting to expect that the latter change will provide the equivalent of the additional time needed by the various major departments. As more schools offer advanced work there will indeed emerge through this change a partial solution, but the problems are too severe to be solved entirely in this way.

Most fully discussed in this period, but without an approach to a solution, is the "place" of mathematics in a present-day curriculum. Mathematics is considered by many members of the Faculty to be at least as important to the undergraduate stu-

dent as philosophy or modern languages, but relatively few students are enrolled in courses in mathematics.

Less frequently discussed but of continuing concern, is the opportunity the student has to pursue or test an interest in the fine arts or music. An additional and important question for the arts is the extent to which a student can find time for painting or sculpture or the development of competence in music, and this question has become the more critical with the apparent increase—a very substantial increase I should estimate—in the number of students coming to college with some commitment to one of the arts.

Among other approaches to the curriculum in this period of years was specific attention to the work of the senior year. It is a satisfaction to recognize that the percentage of entering students now completing the undergraduate course is at its highest level, 76.5 per cent in the Class of 1962 and 80.5 per cent in the Class of 1963. Among the seniors about 37 per cent currently completes an "honors" program, that is, relatively independent study or research on a particular subject. These students and another 29 or 30 per cent of the class, making 65 per cent or better, receive general honors on the basis of the high level of their course work.

Many faculty members and many students concluded that the senior year was satisfactory and challenging for the students in the "honors" program but less satisfactory for the non-honors student. The informal reaction on the part of the students was to recommend planning each student's year as if she were an honors student, with individual work and the guidance of a member of the Faculty. This recommendation was not made by the budget-minded sector of the College, but in any case the questions raised will help to define the more extensive study to be undertaken by the Review Committee.

*The Most Recent Program for Foreign Students and a Brief Note
on Earlier Programs*

The College added in 1962-3 the most recent in a long series of plans for foreign students, admission with a tuition scholarship for a student in the African Scholarship Program of American Universities. Costs of residence are met by the State Department and travel expenses by the country of origin. The program is designed to help meet the need for advanced education in Africa until additional universities there are prepared to take over. A place had been held for a student under this

program in 1961-2, but women students were few and none reached Bryn Mawr. The student entering in 1962-3 from the Cameroons had only two recent predecessors from sub-Sahara Africa, one entering in 1954 from Sierra Leone and one in 1959 from Kenya.

It is more than seventy years since the Japanese Scholarship Committee of Philadelphia under the Chairmanship of Mrs. Wistar Morris sent the first Japanese student to Bryn Mawr. Graduate students from overseas, never in large numbers, were to be found each year at the College after 1900. The marked increase in the number of overseas students, however, has three date lines: 1938, when the Undergraduate Association raised among its members and awarded the first of a continuous series of full tuition and residence scholarships, initially for refugees and displaced persons and later for foreign students more generally; 1946, when the Board of Directors authorized five scholarships or fellowships a year for foreign students as a charge on the budget; and 1957, when Marguerite N. Farley of Bryn Mawr bequeathed to the College \$329,355 as endowment for scholarships, with preference given to foreign students.

Since 1946, 557 foreign students have attended Bryn Mawr, 291 taking one or more degrees at the College. A recent survey gave very interesting and impressive reports of the plans of these alumnae and their contributions to the educational and civic life of their countries.

If the future bears out current predictions on the number of foreign students coming to the United States to study, probably more often at the graduate than at the undergraduate level, we may expect at Bryn Mawr larger enrolments which would require that we keep under continuous review our plans for foreign students.

We should certainly want to continue the extensive services that Mrs. Max Diez has offered as Foreign Student Advisor, all the way around the calendar. With any increase in numbers of students we should need to call on the community close to the College for more extensive help in getting students well started on their foreign life and study. We should often try to find families interested in providing a home for a foreign student, particularly in her second or third year in the United States. Now that there is in many foreign countries the prospect of new testing of English, we may be able to reduce the number of students having some initial difficulty, but we probably cannot eliminate entirely the need for special work on English for a few of the foreign students. In more general ways as well as in the knowledge of

English, entering students from overseas differ so greatly, one from the other, that we have not tried to establish at Bryn Mawr a single orientation program; but without such a program we are clearly the more committed to help individual students make plans, either for an initial session elsewhere or in the case of other early arrivals for the first weeks in the United States.

Institut d'Études Françaises d'Avignon

Through the initial interest and then under the direction of Dr. Michel Guggenheim, Associate Professor of French, Bryn Mawr opened at Avignon in July 1962, a summer session for advanced students of French. A grant of \$20,000 to help start the institute was made by the Carnegie Corporation of New York.

Bryn Mawr is grateful to the Carnegie Corporation for this grant and to the Mayor and Préfet of Avignon for the generous aid given to the institute, not only through the Palais du Roure, which was made available for lectures and conferences, but in all possible ways.

The faculty was constituted in part of French scholars, in part of scholars in appropriate fields from colleges and universities in the United States. Thirty-six students from the United States attended the first session. Through the kindness of families in Avignon, who provided a larger number of places in their homes, forty-six students from the United States and Canada were admitted for the second session in 1963.

In each session the program was excellent. The students were able to work at the high level that had been planned; the visiting lecturers were of interest not only to the students, but to the citizens of Avignon as well; and the faculty each year was first-rate.

The Financial Outcome for 1961-2 and 1962-3

In each year expenditures exceeded income, with certain funds functioning as endowment allocated to the budget to meet the higher expenditures. This action in effect permitted the College to increase salaries more rapidly than would otherwise have been possible, and at a critical time.

Gifts for expenditure for salaries made as a part of the 1946 Campaign Fund for Faculty Salaries initially represented a total of \$296,097. As this Fund increased in value over the years in which it was called on to supplement salaries, it actually

provided \$464,910. The last two charges on this Fund were made in 1961-2 in the amount of \$53,856 and in 1962-3 in the amount of \$122,955. Everyone who gave to this Fund in the late 1940's added to salaries nearly twice the dollar amount of the original gift.

The Accomplishment Grant of \$312,500, given to Bryn Mawr in 1956 by the Ford Foundation in recognition of effective work in increasing faculty salaries, has also been drawn upon for the same purpose. The amount in 1961-2 was \$53,856 and in 1962-3, \$53,635. It is considered most important, however, to keep this Fund in reserve and when possible to restore to it the amounts withdrawn.

The budget for 1961-2 was \$3,945,823, and of this total \$107,713 was with-

STATEMENT OF CURRENT EXPENSES

For the Year Ended June 30, 1963

Education and General

General Administration	\$ 172,858
Student Services	134,332
Faculty and Staff Benefits	215,125
General Institutional Expense	222,892
Instruction and Departmental Research	1,583,634
Child Study Institute	54,785
Phebe Anna Thorne School	18,558
Coordination of Sciences	8,552
Library	136,772
<i>L'Institut d'Études Françaises d'Avignon</i>	27,489
Operation and Maintenance of Physical Plant	319,592

Total Education and General	\$ 2,894,589
---------------------------------------	--------------

<i>Auxiliary Enterprises</i>	886,864
--	---------

Student Aid in All Categories

Endowment Income	89,550
Donations and Grants	332,119
General Funds	111,627

Total Current Expense	\$ 4,314,749
---------------------------------	--------------

drawn from funds functioning as endowment. The budget for 1962-3 was \$4,314,749, toward which \$176,590 was expended from funds functioning as endowment. Since the main categories of income and expenditure were similar in the two years, the financial outcome for only the year 1962-3 is presented here.

A full-scale review of fees and other income, expenditures and possible economies was undertaken in the winter of 1961-2. The picture which emerged is well known. In terms of expenditures, the largest increases in the five-year period, 1957-8 to 1961-2, were for the costs of instruction, 51 per cent, and for academic salaries, 55 per cent. Staff salaries in this period increased substantially also, 49 per cent.

Overall it is in salaries that the major changes are to be found. The expenditure

STATEMENT OF CURRENT INCOME

For the Year Ended June 30, 1963

Education and General

Student Fees	\$ 1,096,244
Endowment Income Applied	850,841
Donations Applied	426,871
Miscellaneous	60,751
Research and Training Grants	250,688
Child Study Institute	54,785
Phebe Anna Thorne School	18,558
<i>L'Institut d'Études Françaises d'Avignon</i>	27,489
To Balance—Funds Functioning as Endowment Applied to Income	176,590
Administration of Auxiliary Enterprises	43,399
Total Education and General	\$ 3,006,216
<i>Auxiliary Enterprises</i>	886,864

Student Aid

Endowment Income	89,550
Donations and Grants	332,119
Total Current Income	\$ 4,314,749

for salaries increased 49 per cent in comparison to an increase in expenditures other than salaries, wages and benefits of 11 per cent.

The average salary, not including benefits, for members of the faculty increased 36 per cent, reaching the following figures in the five successive years:²

1957-8	1958-9	1959-60	1960-1	1961-2
\$7213	\$8360	\$7982	\$8531	\$9793

A very interesting pair of figures for the period is the total expended for faculty salaries, not including benefits, compared with the total received in tuition fees:

Total expended for salaries

for faculty and teaching staff (not including benefits)	\$4,594,462
Total received from all tuition fees	\$4,531,501

The higher expenditures of recent years were met by the increases in tuition in 1958-9 and 1960-1, some increase in income from endowment, a very large increase in unrestricted gifts and the withdrawals from funds functioning as endowment noted above.

The significant increases are listed below, but it should be noted again that rigid economies in many areas were necessary to keep costs down while salaries moved up.

<i>Income</i>	1957-8	1958-9	1959-60	1960-1	1961-2	<i>Per Cent Change</i>
Tuition Fee	\$ 850	1100	1100	1250	1250	47
Total Income from Tuition	635	852	890	1075	1077	69
Undergraduate	564	741	767	896	891	58
Graduate	71	111	123	179	186	162
Residence Fee	1000-1200	1050-1250	1050-1250	1150-1350	1150-1350	13
Total Income from						
Residence	682	719	757	842	841	23
Income from Endowment	648	732	747	784	807	24
Donations for Current						
Expenses	58	126	222	301	345	494

2. Leaves of absence, retirements and promotions make the average faculty salary somewhat inconsistent as an indicator year by year, but it has no convenient substitute. The average salary for 1962-3 is \$10,473.

<i>Income, continued</i>	1957-8	1958-9	1959-60	1960-1	1961-2	<i>Per Cent Change</i>
Grants, chiefly for						
Research	107	117	216	346	410	283
Total Income	2560	3016	3204	3711	3838	50
<i>Expenses</i>						
Average Faculty						
Salary	\$ 7213	8360	7982	8531	9793	36
Instructional Budget	810	922	945	1048	1231	51
Total Faculty Salary	739	854	888	970	1144	55
Cost of Residence	458	477	530	580	559	22
Scholarships and Fellow- ships, from all sources	241	288	303	385	487	102
Grants, chiefly for						
Research	107	117	216	320	339	216
Total Operating Costs	2614	3019	3286	3751	3945	51

After the review of costs and fees was completed, it was decided at the meeting of the Board in May 1962, not to raise tuition fees for 1962-3 but to make an increase of \$300 for the new term in 1963-4, reducing but not entirely eliminating a deficit in the budget for 1963-4. In relation to the operating costs (final for 1961-2, 1962-3 and estimated for 1963-4) the students' share of the operating costs, excluding specific costs of research, is as follows:

1961-2	1962-3	1963-4
48 per cent	44 per cent	47 per cent

No change was made in the fees for residence, and in the residence halls as in the academic program continued efforts for economies were made.

To advance salaries further, as they must surely be advanced, will require continued effort toward two objectives, both essential: supplementing the increased fees, on the one hand, by new endowment and unrestricted gifts and, on the other, building up funds for scholarships and fellowships so that, in the future as in the period of years under review, higher fees will be matched or more than matched by the amounts available to award as scholarships or fellowships.

Miss Linn's Death

Miss Bettina Linn, Margaret Kingsland Haskell Professor of English and in all ways one of the most valued members of the Faculty, died on April 6, 1962. The college community was greatly saddened by her death, and Miss Linn's former students everywhere felt sorrow in her loss.

I include in this report to the Directors two paragraphs from an article written for the *Alumnae Bulletin* by one of her students, Joanna Semel Rose, for these paragraphs help us to think about Bettina Linn as we loved and admired her.

"How to describe Bettina Linn? You could sit with her in silence for long periods and never feel uneasy, self-conscious. You could tell her anything for she was the best listener. She had an antic charm and she took such delight in things. No one ever knew her to be bored. That fine ironic sense of humor could light up anything from the comments of a precocious child to the smallest literary pretension. Indeed the boredom of habit, the anaesthetic of convention dulling honest communication—these were the only things she would lash out against. Your children, she said, give you back the fresh world, unstaled by habit; they make you see it for itself. This was Benjy's effect on all of us who ever knew and loved her. She could, like the children she described, 'give back the always discoverable, eternally emergent novelty of the world.'

"Bryn Mawr was a part of Bettina Linn and she is forever a part of the College. That slight figure striding across campus, books under her arm, fierce in integrity, compassionate, deeply understanding, will live as long as there are teachers who love their work, as long as there are writers who reach the heart, as long as there is a student anywhere for whom she made a novel come alive."

Professor Emeritus Crandall

On June 5, 1962, Miss Regina K. Crandall died, nearly thirty years after her retirement from the Faculty at Bryn Mawr. Miss Crandall was Margaret Kingsland Haskell Professor of English from 1918 to 1933. Those who had the good fortune to come as freshmen into Miss Crandall's division in English composition had, as Ida Pritchett put it, "somewhat the experience of raw recruits in an old regiment. It was a formidable experience." The challenge was great and so indeed was the response. Miss Crandall's students in all her years at Bryn Mawr found through her high

standards for their own writing. They knew her as the keenest of critics and they knew her also as an understanding and generous friend.

*Retiring from the Faculty, 1962 and 1963:
Mr. Herben, Miss Kraus, Mr. Sprague, Mr. Wells*

Dr. Herben, Professor of English Philology, retired in 1962 after thirty-four years on the Bryn Mawr Faculty. His fields are old and middle English, Beowulf, Chaucer, old English poetry and history of the English language. His students have included just about every English major and most of the graduate students in English at Bryn Mawr in this period of years.

As a result Mr. Herben regularly undertook an unusually heavy schedule of courses, with an extra graduate seminar and extra supervised units. He was never willing to turn away a student who wanted to learn. Many of his students have recognized in a very moving way his dedication as a teacher, but he puts it very simply—"and gladly teach." For this continuous and sincere dedication his colleagues join his students in expressing appreciation.

Dr. Kraus, who came to the Bryn Mawr Faculty in 1936, completed her teaching in 1962 and took sabbatical leave for 1962-3. Dr. Kraus called her retirement in 1963 her "second" retirement. She was director of the Public Welfare Department of the City of Cologne from 1923 until April of 1933. At that time she was dismissed by the Nazis and came to devote her life and talent to social work in the United States.

Dr. Kraus has broad interests in the fields of social welfare and international social welfare. She has combined teaching at Bryn Mawr with services to local and national welfare groups and with service after the war through the Council of Relief Agencies in Europe as well. She continues to work in the welfare field, most recently after a trip to South America in 1962 and to Germany in 1962-3.

Professor Sprague retired in June 1963, completing twenty-seven years at Bryn Mawr on the Faculty in English. As he retires, we take pleasure in thinking of Mr. Kittredge's report of him at the time of his appointment: "His *Shakespeare and the Audience* seems to me one of the soundest valuable contributions to useful Shakespearean lore (as distinguished from wire-drawing and cobwebbery) that have appeared in a good while."

Mr. Sprague at Bryn Mawr has given the great course on Shakespeare, and has

been interested in both Elizabethan and Restoration Drama. When he took a leave from Bryn Mawr in 1951-2 he went as Fulbright Lecturer to Cambridge and to Malta, with Shakespeare on the stage as his chief subject. On his retirement his work was celebrated by his students and former students at a performance given by the Bryn Mawr Theatre and the Haverford Drama Group, the play I think chosen by Mr. Sprague—"All's Well That Ends Well."

Mr. Sprague leaves Bryn Mawr to lecture in Stratford and Birmingham and later in Switzerland, Malta and Italy.

Professor Wells, who retired in June 1963, became a member of the Faculty in 1923 and Professor in 1933. Teaching broadly in political science at Bryn Mawr, he had always German Municipal Government as one of his special interests. The fall of 1945 saw him back in Germany, engaged officially in the Civilian Administration Division of the Office of Military Government and unofficially in the independent effort of aiding families in distress, all of them without food and fuel. For his service to the Military Government he was awarded the Medal of Freedom by General Clay in 1947.

Bryn Mawr fortunately snatched a few years, but in 1951-2 Mr. Wells returned to Germany as Chief of the Historical Division of the Office of the United States High Commissioner for Germany. Of the years which he spent in Germany, John J. McCloy has written: "Thanks to your guidance and direction of a devoted staff, the government and the American people have a very useful descriptive analysis of one of the most significant experiences of American history."

It is right to report these important contributions Mr. Wells has been able to make through his knowledge of Germany, but it should also be noted that in his many years at Bryn Mawr no student problem, no faculty problem and no college problem has been too insignificant to warrant his full attention. He has been generous to Bryn Mawr in every way.

Mr. Wells goes next year to MacMurray College where he will be Visiting Professor of Political Science.

Appreciation to the Board, the Faculty and the Staff

To the members of the Board of Directors of 1961-3, I should like to give particular thanks for a load of work heavier than that of more usual years. Work in preparation for the report to the Ford Foundation, the intensification of efforts to raise funds

to "match" the grant from the Foundation and more rapid progress on buildings all meant frequent calls on members of the Board, whose interest and support were generous.

Miss Barbara Colbron completed a term as alumnae director in 1962 and Mrs. Ernest C. Savage a term in 1963. The College regrets their loss and hopes for their return to the Board. Miss Colbron was succeeded by Mrs. G. Howland Chase of Washington and Mrs. Savage by Mrs. Charles B. Brown of Long Island.

In May 1963, Mr. Richard Mott Gummere resigned from the Board after a term of forty-four years as a Trustee of Bryn Mawr.

Mr. Gummere was elected a Trustee in December 1919 and from that time on served the College in many capacities, most notably as Vice-President of the Trustees, Vice-Chairman of the Directors, member of the Executive Committee, Chairman of the Library Committee and Chairman of the Committee on Nominations. His long experience as Headmaster of Penn Charter School and as Chairman of the Committee on Admission at Harvard University enabled him to bring to Bryn Mawr a wealth of knowledge of college administration and of students and scholarship as well as great wisdom in judging a wide range of college affairs.

Mr. Gummere was succeeded by a devoted former member of the Board, Mrs. Francis L. Stokes, who was elected a Trustee.

At the same meeting Mrs. Douglas Delanoy's place on the Board was taken by Mr. Lewis N. Lukens, former Chairman of the Parents' Committee. Mrs. Delanoy had served two terms on the Board, first as alumnae director from 1938 to 1943 and then as director-at-large from 1954. Mrs. Delanoy showed a strong interest in all aspects of the College, but her most significant contributions are those that will always be necessary for the College: extraordinary success in getting people to work for Bryn Mawr and great leadership in all the College's work on development.

In June 1963, Mrs. William Nelson West completed a remarkably successful term as president of the Alumnae Association. Mrs. West, like many presidents of the Alumnae Association, took on new responsibilities for the College as she finished her term of office. She is a member of the National Committee for Ten Million for Bryn Mawr and Chairman for the Philadelphia area. We look forward to working closely with Mrs. West and with her successor, the new president of the Alumnae Association, Mrs. Lyman Spitzer, Jr.

In fast-moving years such as 1961-2 and 1962-3, the Faculty and Staff like the

Board undertake very heavy duties. Each person accepting additional work will, I hope, recognize, as I am sure the Board recognizes, that there would be no equally good substitute for the work he or she has undertaken in planning for the College, in speaking for it, or representing it. With our sense of joint responsibility for the College, it seems to me that we can skip lightly over the thanks we might in effect be offering each other, but take deep satisfaction in the day-to-day interest of our common enterprise.

Katharine E. McBride
President of the College

