From the land of Wisconsin
We send out the call:
Oh you Vassar alumnae
Come here in the Fall.

On the eighth and the ninth of
November you'll meet
In Milwaukee Miss Blanding
So gentle and sweet.

From your trunks get your red ones
For here it is cold
"There are nine months of winter"
You know you've been told.

But we'll cancel the skiing
And sleighing this time
For the warmth and the crackling
Of white birch and pine.

With the spark of your wit we
Will kindle our zeal
To discuss burning questions
Of great common weal.

From your back log of strength there
Will come a bright light
Which may flash from the darkness
Some answer that's right.

MARY HORNE ESCHWEILER '17.
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For me at least comes a profound sense of gratitude, too deep for full expression, for all the friendship I have found, the encouragement to tackle the impossible; the goodwill, the good cheer and light hearts, the eternal youth of the campus. A very conscientious friend of mine once said at a party, “You know, I’m having such a good time, I wonder if I really ought to be here.” I have felt that way at Vassar many times. Life has been so joyous here, that I have wondered at times whether such a place has any justification in the world of calamity around us. And yet, if purpose is formed here, if people are trained here to make good that purpose, if others take courage from our work, Vassar is not in vain. Above all, if Vassar is never contented but always fiercely critical of its aims and methods, and I hope it will always be; if Vassar, convicted by its own conscience, judges itself and not others; if Vassar, forgetting the past, plans and labors in full faith and confidence, my heart will not reproach me for my days here. Nor, I hope, will yours.—Henry Noble MacCracken, Baccalaureate Address, June 23, 1946.
Henry Noble MacCracken

By HELEN E. SANDISON, Professor of English

He would be known in the Scotland of his forefathers as "a lad o' pairts." Perhaps the sharpest picture of President MacCracken, and the fondest, which students, alumnae, faculty members, and indeed the whole working staff of the college carry about with them, is of "Prexy" as he stands on the steps of his house—with his wife, and some of the children, and now grandchildren, just behind him—talking to the students on Founder's Day in the morning. Always the right light and genial word, in terms alive for the students of that particular year; the quick sense of the past of the college, merging in this present; some token of the Founder,—a yellowed ground-plan, the framed print of a ship in which Matthew once sailed, a daguerreotype,—some new memento lighted on each year with what his hearers think an almost magic ingenuity, and an appropriateness equally magic. With it is sure to come an anecdote from somewhere in Vassar's story; and a fit quotation from old books or new, a neat phrase from Chaucer, or a whole sonnet from Vincent Millay, simply repeated out of his full memory. A friendly remark may be directed, in her own tongue, to one of Vassar's foreign students standing there. And invariably comes a serious word about the opportunity and the responsibility of the young women before him, holders and transmitters of a great tradition. We were pleased when on this Founder's Day of 1946 he remembered, as we did, and once again held up Matthew Vassar's ale-bearer with Dogberry's words, "God save the foundation!"

I am one of the dwindling few still about the campus who can recall the day, in the old faculty meeting room on third floor Main, when we heard that our new president was to be Henry Noble MacCracken. I remember the lift to my feelings as I identified the name. Almost the greenest instructor there, I had already had the fortune to see him and hear him, at a Modern Language meeting (my first), where I had particularly marked him as young, and already learned, talking casually to older scholars in the corridors, and also speaking in more formal conference, about his "maister Chaucer" and old Lydgate. He has kept to the pattern. He has remained young and a scholar, this lad o' pairts, among the young scholars about him on the campus. Like the Shakespeare whom Dr. MacCracken teaches with such enthusiasm, "the young then and now feel safe with him," for he understands them, and will not let them down.

He has managed in a busy presidency to keep in alert touch with scholarship, which he is always the first to encourage. The Vassar Undergraduate Journal, a recognition of, and stimulus to, production by Vassar's beginning scholars, was his idea, and a pioneer idea; I remember the day in his familiar living-room when he broached it to a group of teachers, and suggested, with a quick look towards Professor Christabel Fiske, that she serve as its editor, "for she is the dean of scholars among us." Vassar's generous system of leaves for faculty research owes much to him for inception and support. Till war interfered, "Pot-Luck," an institution of which he and Dean Thompson were co-inventors, flourished as a meeting of newly-appointed and longer-established Vassar teachers, who could thus soon come to know each other, and what each was doing in the way of special study. It was a friendly notion, friendly to people and to learning.

HELEN E. SANDISON
He has always been one of our teachers. No amount of administrative pressure has held him long, in all these thirty-one years, from the classroom. He likes to teach, out of those “bookes, clad in blak or reed”: Chaucer, the history of the drama, not only English, but international; the old ballads of England and all Europe; Shakespeare; verse writing; advanced composition, “for senior majors only.” As one lucky enough to be a member of “his department,” I can attest to his constant readiness to teach, often at inconvenience to his crowded schedule, and always with modest willingness to fit in wherever best for department plans. It has always been as department member, and never as President, that he has arranged with us what work he was to do.

Pride of place, indeed, is something that he simply does not understand. To this I think his complete faculty-body, past and present, as well as the whole campus community, will unanimously agree. More than once, and in very different faculty groups, I have heard someone of experience on other faculties remark, “Of course, he’s the best President I have ever worked under”; and the point always involves his unassuming, man-to-man, genuinely democratic ways.

He told us, on the Founder’s Day just past, that he believes that the Vassar oak, having first taken its deep root, and then its high-shooting, erect growth, is now “joining the forest.” And Vassar’s growing cooperation, with the Poughkeepsie community and with her sister and brother colleges—to mention only the nearer range of its associations—is largely the work of President MacCracken’s hand.

This tree-image is characteristic. He loves the “sentimental journeys” about campus, when, swinging Matthew Vassar’s cane or one from his own growing collection, he leads undergraduates and new faculty members from tree to tree. These trees embody for him Vassar’s story, and Vassar’s living growth. From the class tree of 1883, a favorite, growing near his own door, he takes the theme for his “Gradatim and Statim” speech to seniors at their commencement; or, speaking to the graduating class at an outdoor commencement, he brings to life Marvell’s words about “green thoughts in a green shade.” Every tree, like every path, or farm-building, on this wide campus, is alive to him, alive in its present and in its past.

“Fertile” is, in fact, a word for his mind, and his activities. Tradition says that during one tension, long ago, the charge was brought against him: “He’s too young; he has too many ideas!” True: he is young; and he has ideas. There is the Aula: when he proposed it, people didn’t think it would work; and it is no accident, by the way, that its name rings with the past of all Europe’s vita academica. There is the Governance of Vassar College: not only another title carrying the sense of the past, but another institution partly initiated and fully encouraged by Dr. MacCracken’s essentially democratic conception of governance; it must be no small satisfaction to him that this pamphlet is known and marked throughout academic America as a kind of advance-guard in the march of good college-government.

He reads Chaucer aloud to students in the Cooperative Bookshop, for his pleasure, and theirs. He plays Theseus on the stage of Avery, in the Greek, easily spoken. In blackface, he sings at a frolic in Students’, “I’d leave my happy home for you-ou-ou.” He beats young faculty men at tennis; and he steals a base with the best of them at the Founder’s Day game.

The MacCrackens’ red-brick house has a warm, open spirit, the creation of our president, who is at his genial best on their Thursday afternoons, and of his wife, with her hospitality, ready and all-embracing. The MacCracken children, and those other children who have known a happy home there—Maisrie, Joy, and Caddie, Jimmie, Christine, and Larrie-Lee, and more—have all helped to make the house what it is. It is a place of good counsel and genuine comfort to the student who has fallen into some distress, as to young instructors, and older ones too, when in any need of personal aid. Mrs. MacCracken’s practical and efficient kindliness, the President’s wise understanding, never fail.

So, too, the President’s office. It is a saying about campus that anyone need only to be in some real trouble to know how instant, and understanding, is the help that the President can give. And another mark of his office: we never stand there as Instructor before President, or as Woman (that “lesser intellect”) before Man, slightly at a disadvantage in trying to put her case; we are sure that the talk will be from person to person, that the tale will be heard on its merits, rather than on the rank of its teller.

In short, our “verray parfit gentil” president, like the gentil Knyght, will be “evere honoured for his worthiness.”
Vassar Curriculum—1946
By HENRY NOBLE MACCRACKEN

The Vassar Curriculum is the organic product of an American college. At every stage in the evolution of educational opinion, this curriculum has put forth new life. During the last quarter century, the general development has been in the direction of departmentalism. The college has been a coordinating force, but the vigorous life of the campus has resided in the departments. Whenever the departments tried to cover more subjects than could be managed, fission has occurred. Thus Romance languages were split first into French and Italian-Spanish, and then Italian and Spanish became separate departments. The Department of Botany, now Plant Science, split off from Zoology, carrying bacteriology with it. Geography was separated from Geology, and Child Study from Psychology, which had, in turn, split off from Philosophy much earlier. Political Science was the outgrowth of History, as was Economics; but the later accretions in Economics—Sociology and Anthropology—came late in the process of fission, which had spent its force, and these two sciences have remained joined with Economics in a single department. Drama split off from English, but Speech remained within the English department.

The process of departmental individuation was hastened by the political organization of the faculty, which gave to departments much autonomy, and while it protected their membership, it also created a competitive rivalry for students, and for control of curricular matters.

By 1924, however, an opposing force could be clearly discerned. This might be called correlation. At that time, Euthenics, a correlation of Physiology, Psychology, and Sociology, was accepted by the faculty, though with considerable opposition from the stronger individualists. The group division of the departments into fine arts, natural sciences, social sciences, and foreign languages and literatures, which occurred at this time, also aided somewhat in promoting a common understanding among related fields. Throughout the period, the faculty vote was divided among these major groupings.

For the last dozen years, however, individualism has been the dominant force. The major field centering in a department has given increased power to the department control, and many departments have emphasized a major field much more heavily weighted in hours than was prescribed by the faculty vote. Our readers may be reminded that for nearly twenty years, of the 120 hours for the degree, 32 were devoted to the distribution requirement of one subject in each of the four groups, while the remaining 88 were divided into 45 in the major field and 43 of free elective subjects. Of the 45 in the major field, not over 24 were prescribed in the major subject—the single department—but in practice the major department secured far more than 24 hours. In Music, for example, the election in the major department has often been double the 24, and nearly all music majors have elected more than 40 hours within the Department of Music.

There have been both advantages and disadvantages in this development. By the time our students were seniors, they were capable of carrying on study in a comparatively independent way, their work often attaining the level of graduate study. They were well equipped to enter graduate schools in their fields. On the other hand, the broad foundation in related studies was often lacking, and our students too early took the attitude of specialists.

In 1915, most students at Vassar elected courses in fifteen departments, while by 1942 the number of departments elected by the average student had dropped to eight. (These figures are approximate only, as no full statistics have been tabulated.) From the point of view of an Oxford curriculum, even this amount is a broad election, since at Oxford the student centers his work in only one subject; but it must be remembered that the preparatory work in England is much broader than that in America, and more thorough on the whole. Moreover, the subjects at Oxford often cut across the fields of many American departments.

The stated aims of the Vassar curriculum during this period were definiteness and thoroughness; and these aims were achieved. But in the course of their achievement there developed a rigidity of interpretation and an arbitrary insistence upon prerequisites and sequential electives which are artificial, and often seemed unreasonable both to students and to teachers. As a result the Faculty Club for several years has been studying the curricula of various colleges and universities, and has also given much thought and discussion to the general philosophy of education in our time. It has not been unmindful of current events, or of changes in the curricula in other institutions. The curriculum which has evolved during the current year is thus partly the product of Vassar's own problem, and partly the result of the impact of events.

Last September, having announced my approaching
At this point, it is necessary to say a word about the internal politics of the faculty. The adoption of the three-year plan by a majority vote of 50-30 for the duration of the war emergency complicated the study of curricular theory which had been already undertaken. The faculty became divided into advocates and opponents of the three-year plan, and it early became clear that a majority of the faculty—there are over 150 voting members—were in favor of a return of the four-year plan. The final vote was in the ratio of 90 to 30. The social sciences were mostly in favor of retaining the three-year plan; the other three groups—natural sciences, foreign literatures and languages, and fine arts—preferred to return to the four-year plan.

Unfortunately, the problem of study the new curriculum which Vassar might adopt became identified with the problem of the three groups against the one group, although the social science group presented a minority plan which did not greatly differ from the majority plan in most of its proposals. It is to be hoped that time will heal the scars of this encounter, and that the faculty of Vassar will soon vote as free persons, independent of the discussion over the merits of the three-year plan.

At the same time, it should be said that the third term which was introduced into the three-year plan has been a most interesting experiment, that many original courses have evolved, and that the departments and professors that realized the opportunity have profited enormously, while departments and professors who refused to make use of the third term to any real extent have correspondingly suffered. It may be hoped that an experimental third term may be reintroduced, or that the experimental quality of the third term may come to permeate the two winter terms to some extent.

The regulations thus far adopted go into effect as optional for students next year, as there are many gaps still to be filled in the curriculum study. Two major tests face the faculty at this time. The first test is whether the faculty will hold to the plan of related

will be courses taught cooperatively by groups of departments giving an introduction to large areas of human experience and knowledge. Examples might be American culture, human relations, introduction to the fine arts, principles and methods of physical science, or a course in language. None of these courses has, as yet, been organized and approved by the faculty.

II. Distribution studies. These courses, corresponding to the present distribution courses insure a somewhat wider distribution than is at present necessary. 1) Taking school and college together, each student must have had two laboratory sciences, with mathematics as an alternative. 2) She elects two social studies in college, one a social science, the other a historical development, a term somewhat more broadly applied than usual, and including in general the historical survey courses, no matter in what department found. 3) She must have some study of a fine art, courses in literature being interpreted as art; and 4) study of a foreign language, the basic work in language being considered different from the work in foreign literature. These requirements need not be fulfilled in the first two years.

III. Related studies. These are a substitute for the former major field. The new term and the new system indicate a shift in emphasis from the field of major concentration to the relations among different subjects, and the faculty's determination to make the related studies program broader and less concentrated than is the major field at present. The faculty has passed a self-denying ordinance limiting the number of hours a student may take in any one department to 40, and the number of hours required in any standard related studies program to 45, of which only 30 may be in a single department.

IV. Elective studies. Here the new regulations do not differ markedly from present practice. Of the total of 120 hours, at least 27 hours may be elected in entire freedom.

V. Collateral studies. These have not been fully worked out, but greater opportunity has already been voted for summer work and for field work. They are not required, but recommended to students. Through them, it is hoped that the rigidity of the present system may be reduced and work recognized which is not of the strict classroom type.

Finally, the studies of the senior year have been reviewed, and independent work, which had been mostly abolished, restored to the curriculum, but on a broader plane than held true in the days of departmental majors.
studies, and carry out a far-reaching reform in reducing the amount of control exercised by departments over their students. It is doubtful whether this reform can be effected unless the political autonomy of departments is reduced, and the Vassar faculty agree to work in larger units than departments. The new plan sets up Studies Councils, where departments will be grouped with others whose methods and materials are related, for the discussion of common teaching problems, and of students' programs of study. These may in time correct the present departmentalism. The second test will be faced when the new correlated courses, the new system of guidance, and the new programs of independent study have been adopted. Only the most careful planning and the completest cooperation can accomplish these ends within the limits of the present faculty and the present schedule.

If the minority group in the faculty, and the educational administration which has sided with the minority group in most instances, will accept the majority vote in the spirit of democratic government and work with the majority to make it effective, I believe the new curriculum can be made to work. If the cleavage which divides the social sciences from their colleagues is allowed to continue, I believe the faculty will have an even greater difficulty to face. The situation calls for courageous and understanding leadership, and Vassar is fortunate in its choice of a leader to meet the need.

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The Well-Tempered Mind

The trouble with specialized education lies right here. It's only temporary, local; whereas the law of life is the law of growth and adaptation. . .

Remember what happened to the dinosaurs? I picked up The Perennial Philosophy, by Aldous Huxley, and read this: "It is only by remaining precariously generalized that an organism can advance toward that central intelligence which is its compensation for not having a body and instinct perfectly adapted to the kind of life in our particular kind of environment."

Nothing new about that; just straight biological common sense. Every biologist knows it. Why don't we make our education conform to it?

"Precariously generalized." That's it. Nowhere perfectly secure; but our security is better gained by imperfect generalization than by perfect specialities working independently. . .

I went over to Belle Skinner Hall. "Mr. Geer," I said, "you're a musician. Tell me about Bach's 'well-tempered clavichord.'"

"Before Bach," said Mr. Geer, kindly, "the clavichord was tuned to a just or pure temperament. Each note had an arithmetical relation to the next, in the octave. That was all right for certain keys, but it didn't work for all keys. Bach tuned the strings of the octave in geometrical progression, giving each tone in the twelve half tones the value of the twelfth root of two, so that the relations were all equal and the octave intervals from one to two were equally tempered. So, the clavichord was set to meet the need of every tonality, and his 'well-tempered clavichord' contained compositions in all twenty-four keys."

A little groggy, I hung on to the meaning beyond my foggy enlightenment. "Would you say that a well-tempered mind was a mind so ordered that it could work well in every situation?"

He thought a minute, "Yes, I guess you could say that, and not be far wrong."

So, what I want of education is the well-tempered mind.

I have criticized the advocates of "general education" in the past. I don't like the Harvard Plan, or any other plan that thinks that by putting together one or two sciences, or by requiring one and the same course of everybody, it has solved the problem of the well-tempered mind. It doesn't go far enough. It isn't general enough.

In fact, the well-tempered mind is independent of any specific knowledge. A night-watchman may be better educated than a doctor of philosophy, and often is. Liberal education isn't liberal enough, that's all. You can arrange knowledge as you please, though personally I'm satisfied with the present shape and size of the packages, but you won't get a well-tempered mind until you have distributed experience and learning over the whole process of growth which persists in all life. . .

I went home and worked out an Octave of Education. I tuned it to Religion, the ultimate Reality. At the opposite end I put Mathematics and Logic, the tools with which we learn about things and events. Then I went up the scale, filling it out until it stood thus:

Logic (mathematics, science)
Aesthetics (art)
Civics (family, community, citizenship)
Economics (livelihood)
Politics (the state, law)
Ethics (morals, good conduct)
Metaphysics (first principles)
Religion

These with their half tones—for it isn't as simple as that—make up the scale to which the well-tempered mind is tuned. Given these, and the mind can meet every situation in life. Some can play by ear, but most of us have to learn the scale; and that, I think, is education. Starting from a situation in any key, we can come to a harmonious solution, because the scale is adjusted to all human needs.

Henry Adams painted the Middle Ages as simple, his own time as complex. He saw no solution. He was wrong, because no human situation was ever simple, not even the primitive life of savages. It was always complex. . . . The solution is not to retreat into any “simple life,” cloister, ivory tower, intellectualism, or any other. The solution is the adjustment of all phases of life to one another.

Just now, we're all talking about democracy. It’s a good idea, better than most ideas. But if we work out a democratic scale for that idea alone, we shall have discord.

The age is political, and it is likely that we shall try to tune everything to that key. That's not realistic. The only true realities, to my way of thinking, are logic and religion, and of the two, I would rather take religion as my “middle C.” I think it truer than fact, or reason. But anyhow, not politics, because in the long run everything in politics has reference to its ultimate in the reality of religion.

The well-tempered mind is not an inert mind, a lazy or complacent mind. It is a mind ready, willing, and able for work at every level that life offers.

As I look around me, after forty-six years of continuous teaching, the only really happy students I know are those who have found this harmony in themselves. Can it be taught? It can be learned, anyhow. Not in the classroom alone, certainly. Nor can an ill-adjusted teacher teach it. The specialist who has let his specialty run away with him, who keys the whole world to it, no matter what the consequences, cannot teach it. The teacher, to begin with, must have the well-tempered mind himself.

There is no form of isolation so dangerous as this, which thinks life can be played in only one key.

I would let students study anything, provided they studied it well, and became competent in their field of study. But their life as students—oh, that is another matter. I would organize the college so that every one of the notes in my scale confronted students every day with situations at every level, scientific, logic, aesthetic, civic, economic, political, ethical, metaphysical, religious—the whole scale. And because these come up in all life, not just the students' life, I would make the student as little different from his fellows as I possibly could. I would give the student experience and conscious learning on every level, using the whole college, trustees, administration, faculty, staff, graduates—the boiler plant and the kitchen, the farm and the comptroller, the snow and the rain, the neighbor and the visitor from afar;—from all of them something to give and to take in the life of learning. Only so can an educated mind become a well-tempered mind.


The New Editor

Constance Dimock Ellis, 1938 (below) is the new Alumnae Magazine Editor. A member of the Editorial Board of the Miscellany News while she was in college, she came back to join the Vassar English Department in 1942 after her marriage to Frank Hale Ellis, a fellow graduate student at Yale University. She has been active and influential on the Vassar faculty. She has also given invaluable assistance as a member of the Alumnae Magazine's Editorial Board this year—and that assistance was not limited to pages 21-32 which were her official concern as Class Notes Editor.

Next year she is leaving Vassar to join her husband. We are hoping, however, that her job as Editor will bring her back frequently to Vassar. We know that she will do an outstanding job of bringing Vassar to the alumnae.
Variety, Unity, and Flexibility are key words in the discussions of education and guidance at Vassar and elsewhere in this issue. These three ideals are expressed in Vassar's curricular plan, summarized by President MacCracken on pages 5-7:

First of all, it is important for each student to find in her college years not a single experience only, but as rich a variety of kinds of experience as she can get. This is the reason for distribution requirements, for the limit on the number of courses a student may take in any one department, for the increased emphasis on summer activities and field work.

It is important for her to take in these experiences not simply as a lot of different impressions, but as related to each other: subject to subject, courses to experience outside the classroom, and all of this to positive ideals and directions. This is the reason for correlating courses, for the emphasis on relating the extra-curricular to the curricular which underlies the idea of collateral studies, and for the building up of a coherent central core in each student's college course in the related studies plan.

But it is also extremely important that the unity of each student's educational experience be her own unity, not an artificial one imposed on her. It is important that the relations she makes should make sense to her in terms of her aptitudes and interests, and that her program be ordered according to the growth of her experience and her ability to grasp each part and make her synthesis. This is the reason for the relaxation of the old time-limit on distribution requirements, and for the broader interpretation put on certain of them; and this is the reason for the formulation of a related studies program not as a pre-established system of courses in any one department or group of departments, but as each student's own synthesis, cutting across departmental boundaries in the directions she finds most meaningful. As Mrs. Raushenbush points out in her article on "Education and Guidance" at Sarah Lawrence (pages 8-12), such an ideal of flexibility to individual needs places great responsibility on the teachers who guide students in their choices.

The chief problems facing Vassar in the continued re-working of her educational plan are in the areas of Unity and Flexibility. New connections between areas of knowledge are still to be explored in correlating courses and programs; connections between classroom and extra-curriculum must be worked out as "collateral studies" are tied into the total plan. And Vassar must develop a system of guidance, and a fresh understanding of the problems of guidance and their importance, which will keep flexibility from becoming anarchy and make it an instrument for real integration by each student of her college experience.

Errata: Your editor, in her role as caption editor, has some apologies to make.

- The painting reproduced on page 7 of the February 1 Alumnae Magazine was there mislabelled Maria Mitchell and so it was first known when it was acquired by President MacCracken for Vassar College. It was later discovered to be a painting of Maria's sister Kate with her father—a painting which had been stolen from the estate of Kate Mitchell's daughter Lydia Mitchell Dame, and disposed of to the dealer from whom the college bought it. It has now been returned, after much confusion, to the Maria Mitchell Association of Nantucket, to which Lydia Dame had willed it.

- On the same page the photo captioned Diet Studies in the Zoology Laboratory was, of course, a scene from the Physiology Laboratory.

- The photograph on page 16 of the May 15 Magazine lost its caption. The smiling girl is Maria Gulovich, former member of the Slovakian Resistance Movement, and present student at Vassar.

- "Tennis in the '90s" was the caption we found on the photograph reproduced on page 3 of the March 15 Magazine. Its author was apparently as unversed in the dress fashions of the late nineteenth century as we, for Lavinia H. Gould MacBrude '85 has identified herself as the girl about to serve. "I have the photograph," she writes; "otherwise I would probably not have recognized myself." The photograph dates, she says, about 1884-85. Our apologies to alumnae of the '80s and '90s.
A. A. V. C. Announcements

Reunions will be back in 1947
Watch your October mail for details
Fall Council Meeting will be held October 10 and 11

Education and Guidance

By ESTHER RAUSHENBUSH,
Director of Education, Sarah Lawrence College

The particular guidance program any college undertakes will depend—and should depend—first of all on the educational philosophy and the educational goals of that particular college. The discussion of specific practices, the exchange of experiences, is not only useful, but very important. But these experiences can be understood only if we see them as part of a whole educational program.

The most primitive form of guidance, which used to consist of an annual lecture by the physical education instructor to the women students, and one by the football coach to the men students, on something called Hygiene, is not long dead, if indeed it is dead. These lectures were uttered in language cautious and opaque, but they, too, revealed an attitude toward education. The practice was an uneasy gesture which recognized that these college creatures were not only students, but also human beings, and that something had to be done to protect them against the dangers of their humanity.

Just so, in planning a guidance program in our perhaps more sophisticated time, a college must first become clear about its own answer to the question “What is guidance for?”

This is a good moment to consider this question. There is more self-examination going on in colleges than there has been for a long time—examination into goals, to some extent, but much more into subject matter and methods. As one reads the statements of educational purpose being publicly made by colleges all up and down the land these days, one is struck by the uniformity of really desirable aims. Every college wants its students to grow into mature, socially responsible citizens; wants them to understand and participate intelligently in the world they live in; wants them to understand their social and intellectual heritage. They probably all want their students to be wise fathers and mothers, although they do not often say so.

Sarah Lawrence College subscribes to these aims. It is in our convictions about how education takes place, and about how students can best grow into the mature, socially responsible, understanding human beings we all want them to be, that we differ with many of our most distinguished colleagues. We believe that people become educated at college by diverse means, and by coming to learn diverse things; that there is not one road to intellectual and personal maturity, but a variety of roads. A particular discipline or way of study-
ing may be deeply enriching for one student, and not for another. Or a student may not be intellectually or psychologically ready to assimilate certain material at one time, and quite ready at a later time. We believe that it is important to recognize these individual differences among students, and important to keep educational programs flexible enough to take account of them. It is obvious that no program of courses which is required for all students can take this inescapable factor of individual differences into account. It is obvious that intelligent guidance must lie at the heart of any educational system that does try to take it into account. Any student confronted with a wide variety of possible studies will be lost without such help.

I SHOULD SAY AT THE OUTSET that our "guidance program" at this college is an inseparable part of the educational structure of the college; and that we find it difficult to draw a clear line between guidance and teaching. Our reply to the question "What is guidance for?" is that guidance should contribute to the continuing educational growth and the life experience of students; it is not merely an occasional activity; not merely a service in time of trouble. I will try to indicate presently how we attempt to make it serve this purpose.

In taking the position that both teaching and guidance should recognize individual differences, the college stands squarely against the position now being taken by many of the important colleges and universities in the country. The present controversy about education—which should be taught and why and how—actually raises the question of guidance in a very sharp form, although the subject is rarely dealt with directly in these discussions. Indeed it is a disturbing fact that so much attention and such passionate conviction have gone into the discussions of what subjects should be taught, and so little interest has been shown in the students who are presumably the real objects of concern.

THE WHIPPING BOY IN THIS FIGHT is, as everybody knows, the elective system. Under the elective system, the educational moralists complain, the students studied whatever they wanted to study, and were badly educated as a result. The college must now impose a required course of study on everybody, which shall consist of the subjects the student ought to study, in the order in which they ought to study them, and so the evils of the elective system can be cured.

There is no doubt that, under the elective system, many frivolous courses crept into our colleges; there is no doubt that many students shopped around for the snap courses; there is no doubt that, as some teachers felt their livelihood depending on attracting students, spellbinding and low standards seemed at times to be assets. But even in the period of freest election in our colleges there have been required courses—and it is very doubtful whether the most devoted studying or the most creative teaching have gone on in the required courses at any time. It is very doubtful whether the new rush to required courses will improve the teaching and improve the education of our college students.

This is, to be sure, the simplest cure for the obvious evils of the elective system. I should like to suggest that, if concern with and interest in the intellectual and emotional growth of individual students existed alongside a flexible and differentiated college curriculum, it would not be necessary to impose a single set of studies on all people to escape the dangers involved in making choices. There are other ways of avoiding the making of foolish choices than removing the possibility of making any choices, which is what the required curriculum is trying to do. One of the aids to preventing the selection of undesirable courses is not to have such courses in the curriculum.

When a college sets up a required curriculum, it makes certain assumptions, not only about what subject matter is important, but also about the purpose of education, and about how people become educated. The most important one for the consideration of guidance is that the process of education is the process of training the intellect, and of "civilizing" the passions. Education should address itself to the rational faculty in man; the irrational animal must be subdued and subjected to reason. Such statements are found in the descriptions of practically all the new programs. Certain studies (those which have been selected for the required program) presumably give greater opportunity for training young people in the exercise of reason than others, and all students should therefore pursue these studies.

This view, which stresses both the uniformity in students and the uniformity of subject matter distorts the purposes of education and indeed misleads us about human nature. Education, whether we like it or not, and whether we recognize it or not, addresses itself not only to the intellectual life, but to the emotions also. It is a complex experience which cannot be simplified by settling on one subject matter or another as the sole means of education.

It is also a false view of human nature that assumes that any program of education can neatly extract a student's intellectual life and place that in the care of teachers, either ignoring the rest of his needs, conflicts, excitement, and other concerns, or assuming they will be considered elsewhere. Obviously the quality, depth, color of the intellectual life is basically affected by the irrational forces operating in every individual; obviously these irrational forces can be and often are creative and positive.

Everybody knows this, really, but the relation of the intellectual and the irrational forces of life is still ig-
nored, or at least deplored, by many teachers and by
the conventions of higher education. This reluctance
to admit that all the aspects of the life of an organism
are deeply involved with each other persists, although
all modern psychology, all biological science and com-
parative anthropology, even all modern economic and
political theory have pointed out the inevitability of
this involvement.

The attempt, at our college, to recognize the rela-
tion of these forces has affected both our academic
program and our attitude toward guidance. I have al-
ready discussed the most important academic effect—
we must reject any plan or specific course requirements
for all students, or of specified order in which all sub-
jects must be studied. Its most important effect in the
field of guidance is that the guidance is not undertaken
only when trouble appears, but is a continuing part of
the student's college experience. It is involved in the
planning of her program, in consideration of her prog-
ress in her studies, in judgment about the appropriated
ness of what she is doing in view of her abilities and
limitations, in judgment about her general social ad-
justment, in readiness to deal with specific psychological
or emotional difficulties which interfere with the
process of education.

When a student applies for entrance to the college
she submits in addition to a record of academic ability,
a document that tells us a good deal about her. It con-
sists of detailed replies to a series of questions which
indicate something about her intellectual and personal
interests and concerns, her way of handling her rela-
tions to people, her knowledge of and interest in the
events of the world around her, her attitude toward
the arts, toward her own education, toward possible
directions for her life. When she enters she is assigned
to a registration adviser, who has such information
about her as this application form provides. On the
basis of this knowledge and his interview with the
student, he helps her plan her program. The fact that
she is not confronted with a series of requirements she
must fulfill in the first year does not mean that she may
choose whimsically what she will study. It does not
mean that, if she is interested in painting or in science
she may choose a program made up only of work in
the field of art or the field of science, and ignore other
studies. It does mean that if she has an initial interest
in painting this may be one avenue to an education for
her, and she does not have to put off studying it for a
year or two while she works off required subjects.

The adviser or counsellor discusses all the possi-
bilities with the student, arranges for interviews
with teachers. His advice is based not only on strictly
academic considerations, but on his conclusions as to
the best total experience for the student—what ways of
working, what faculty members to work with, what
directions to take in view of what he has learned from
the application form and the interview. This member
of the faculty remains the counsellor (our local term
is "don") for several weeks at least, until the student is
well on her way. She sees him weekly, and she reports
her progress to him. This registration adviser may re-
main the permanent don, or, if it seems appropriate he
transfers her to the end of the first three or four weeks
to a permanent don, perhaps one of the faculty with
whom she is studying. She has regular weekly don con-
ferences with him throughout the year, and by means
of these interviews the don is able to follow the stu-
dent's work and her life at the college. He helps her
plan her working time, and in the much wider freedom
of college many young students need such help; he
helps a gifted student make the most use of her oppor-
tunities at college; if work is going badly he is able to
discuss the difficulties with her, and he will know
whether these represent a general problem in her col-
lege life or are related only to work in a particular
course, or at a particular time. He is in a position to
see difficulties in her work or in her social or personal
life that might interfere with the way she functions,
before these difficulties become too great to manage.

A student entered the college several years ago with
the intention of taking a pre-medical course. She came
from a medical family, and all the statements in her
application form indicated that she expected to follow
the tradition. The form also gave some evidence that
she had other abilities, and that up to the time of her
entrance into college, at least, there was little evidence
of a special aptitude for medicine. It was quite clear al-
most from the first interview that she was both deter-
mined to follow the course she had outlined and desper-
ately afraid of failing in it. Her father and her sister
were doctors; her brother was in medical school. She felt
at once doubts about her ability to compete with them,
and a deep need to do so. She felt she must "get as
much science as possible," and she expected to register
for a program largely of science courses. Left to herself
she would have proceeded through the pre-medical re-
quirements without facing the realities of her situ-
aton. She was obviously working under compulsion;
she might turn out to be a good pre-medical student,
but the indications were not very good. In any case it
was important for her to be presented with other pos-
sibilities, and to be relieved of the necessity of continu-
ing the family tradition. The weekly conversations
with her don, who realized this situation, established
a relation that made it possible for her to discuss this
question with him in the course of her discussions
about her work, and freed her to consider possibilities
for her career which her compulsive attachment had
made impossible earlier.

This is a relatively simple and quite common situ-
ation for young people of seventeen to experience; and
the freeing of this girl from the pressures of her family
of which they were, indeed, quite unaware—was perhaps the best result of the conferences she had with her don. Many students in colleges less directly set up for such services than Sarah Lawrence College have such experiences with teachers—but they are likely to occur infrequently and by accident. It is better to create a situation for students which will make it possible for them to get such help when they need it, and as a normal part of their college life. This don, like all the dons at the college, is a regular member of the teaching faculty, not a specialist employed particularly for this counselling service. His acquaintance with the work of the college, and with the rest of the faculty, his participation in the planning of the curriculum, create resources for him in dealing with such difficulties that special counsellors not connected with the work students are doing may not have.

Each student, throughout her four years at the college, has a don, and her interviews with him are part of her regular college program. In most cases these interviews continue at regular intervals—weekly for the first year or so, then usually every two weeks. Since most faculty members act as dons, no one of them needs to function in this way for more than six or eight students. The don may or may not be a teacher in the student's field of major interest; often in her last year or two a student will have such a don, particularly if she is planning graduate work, but generally dons are not selected particularly as "major advisers." Each year each student indicates which faculty member she would like to have for a don, and if he is willing to serve in that capacity, and has the time to do so, he will. Some students have the same dons throughout the four years at college; others do not. The principal basis on which this relation is established and maintained is one of friendly understanding. The don will help the student plan her work each year for the following year; he discusses her work and her plans with her, and when the need arises, with her teachers. He is aware of many factors in her college life, and the student feels free to talk over academic and personal questions with him. Each year the Committee on Student Work evaluates each student's work for the year and makes the final recommendation as to return to college, credits, and the granting of the degree. It is the don who is best acquainted with the development of the student and best able to inform the Student Work Committee of the things it is important for them to know about her. Three times a year the don writes a report on his view of the progress of the student, and this is available to her teachers.

Obviously not all college teachers care to, or are competent to serve in this capacity. Some teachers believe that the college professor's function is to impart to his students as much knowledge of his subject as they can assimilate, and that his responsibility for the student and his interest in her ends there. It is certainly true that in any institution there will be gifted teachers whose range of interest in students is limited to what they can learn about the subject. Such people should not be asked to act as dons.

The educational philosophy I have described as the basis of our procedures at Sarah Lawrence College is pretty generally accepted by the people who teach here. Since most members of the college faculty believe that the psychological attitudes, the emotional patterns, indeed the general life experience of students, greatly affect what they learn and what significance their learning has for them, their interest in students goes beyond the students' interest in a particular subject. For this reason most of them look on the function of the don as part of the teaching process, which, in such a situation, it should rightly be.

Such a guidance program as this is very time-consuming. Any guidance program is, but one which limits itself largely to dealing with "problems" serves a relatively small section of the student body, not the whole student body, as ours does; and one which separates the functions of teaching and guidance uses for guidance the time of a professional counsellor, and no time of teachers. There is no way of avoiding this problem. We meet the difficulty partly by means of another educational practice important to our general structure.

There are fewer courses in our curriculum in proportion to our student body than most colleges have; students take fewer courses, each teacher teaches fewer. It is not necessary to suppose that the more courses a student takes at any one time the more she learns. We therefore limit the number of courses each year to three, for most students. We do not measure the credit value of a course by the number of hours a student spends in class, but rather by the number she spends working at it. A student is expected to spend about a third of her full working time each week on each course, and all courses are planned to carry approximately equal credit. Each student, therefore, works with three teachers, instead of four or five. And each teacher, too, is thus able to work with fewer students, teach fewer courses, and give more time, both to individual conference work with his students and to counselling.

There is another limit, beyond that of time, to such counselling. A wise teacher, interested in students, who is reasonably well oriented to the varieties in human personality, as a wise teacher should be, is the best kind of counsellor for most purposes. He is not, of course, equal to all occasions. And for the times when difficulties arise in the life of a student which he cannot handle, or when it begins to appear that old concerns lie deeper than they seemed to lie, there must
be available trained help for him and for the student. For the past ten years we have had on our staff the part time services of a psychiatrist. He does not undertake long-time therapy, partly because of his limited time on the campus, and partly because we have felt that a student needing such help should, if she is able to continue her college work while she is under treatment, work with a psychiatrist not connected with the college. In our proximity to New York we are in a particularly favorable position to make such arrangements. The staff psychiatrist acts as consultant to faculty, who seek him for advice about students; he sees students who are sent to him by faculty, or who come on their own initiative. He may have a longer or shorter series of conferences with a student, if the difficulties she is facing can be dealt with in this way. He refers students for long-time treatment to other psychiatrists. He sits on the Student Work Committee which discusses the work, the progress, and the special problems of the students, and in these situations his special knowledge often enables him to give advice about how to proceed in individual cases.

The attitude toward psychiatry naturally varies through the faculty. Teachers are under no compulsion to refer students to the psychiatrist at the college, and they never independently refer them to anyone else. On the whole the faculty is psychologically sophisticated, and they are cautious about the limits of counselling when psychological difficulties of a serious nature seem to be present. In such cases most faculty members seek the trained help they need.

The guidance system I have tried to describe here functions very well, on the whole, but is obviously imperfect. It is a very complicated and difficult undertaking, and we need to be wiser than we are for it to work as well as it should. But it is a sounder way, we think, of orienting students in their life at college than some of the simpler ways, and its imperfections should rather be a spur to seek further the answers we have not yet found than a warning to stop. Any system which ignores the perplexities that accompany the intellectual life of late adolescence does not by that means remove them. Dealing with them as intelligently as we can is a step toward removing them, or at least toward understanding them.

The Vassar College Board of Trustees has elected two new members, Mrs. Samuel A. Lewisohn of New York City and Dr. William Edgar Park, president of the Northfield Schools, Northfield, Mass. They will take the places of Dr. Vera Michele Dean, Research Director of the Foreign Policy Association, and Dean Willard L. Sperry of the Harvard Divinity School, whose terms as trustees have expired. The new trustees were elected for eight years.

Mrs. Lewisohn has long been interested in the arts and in education. After being graduated from Miss Master's School at Dobbs Ferry, New York, she studied piano abroad, and was graduated in 1915 from the Institute of Musical Art in New York. For a number of years she taught music in settlements and in ungraded classes in the New York City public schools. She has also taken extensive courses in education at Teachers' College. Her marriage to Mr. Lewisohn took place in 1918.

They have four daughters, the youngest, Virginia, being now a first-year student at Vassar. Elizabeth was graduated in the class of 1945 and is now studying for a Ph.D. in history at Radcliffe College. Of the two older daughters, one took her bachelor's degree from the University of Michigan and M.D. from Johns Hopkins and is now a resident physician at Bellevue Hospital. The other was graduated from Bennington College, took an M.A. at New York University, and taught English there before her marriage. While the girls attended the Lincoln School of Teachers' College Mrs. Lewisohn served for several years as president of its Parent-Teacher Association.

She is a member of the Board of the Women's City Club and was formerly chairman of its Education Committee. She was also formerly chairman of the Education Committee of the Museum of Modern Art and of the Board of Trustees of the Little Red Schoolhouse. She was one of the original group that founded Bennington College and has just completed seven years on its board. She was a member of the Local School Board in New York City, and for the past five years has been Director of the Public Education Association of New York City. Her main interest is education, although she still keeps up her music and collects modern paintings with her husband.

William Edgar Park is the son of Dr. John Edgar Park, president of Wheaton College. Both father and son are well known on the Vassar campus as visiting preachers in the college chapel. The new trustee was graduated from Williams College in 1939 and received a bachelor of divinity degree from Union Theological Seminary in 1933. After being ordained as a minister in the Congregational Church, he served the North Congregational Church, North Abington, Mass., as pastor until 1935, continuing his studies during 1933-4 in the Harvard Graduate School. From 1935 to 1938 he held the pastorate of the Congregational Church, Orient, L. I., and for the next two years that of the North Presbyterian Church, Buffalo. In 1940 he became president of the Northfield Schools and since 1945 has served also as acting headmaster of the Mt. Hermon School. The honorary degree of D.D. has been conferred upon him by both Middlebury College and Williams College.
Negro Student at Vassar
By BEATRIX McCLEARY, 1944

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Editor's note: In 1864 Matthew Vassar jotted in the privacy of his diary a proud little note: "The founder of Vassar College and President Lincoln—Two Noble Emancipists—one of Woman—The Negro"; and, about the same time, "Education and Liberty walk hand in hand."

During the last six years there have been six Negro students at Vassar, more than ever before in a comparable span of time. The first of this group to enter was Beatrix McCleary, '44. At her Commencement Exercises, her name was read out three times: as a member of the Vassar Chapter of Phi Beta Kappa elected in her junior year; as the winner of the Virginia Swinburne Brownell Prize for the student who has attained the highest rank in zoology; and as the recipient of one of the four Vassar College Fellowships awarded to members of the graduating class. She used that fellowship to go to the Yale University School of Medicine, where she has just completed her second year. In preparation for going on to study psychiatry after her medical course, she will intern for six weeks this summer at the State Mental Hospital at Fairfield, Connecticut, and work for the rest of her vacation in the recently established Harlem Psychiatric Clinic.

Three other Negro girls have been graduated from Vassar since then; two more are now at college. As the first of the six, and as one of Vassar's outstanding recent graduates, we asked Betty McCleary to write an account and evaluation of her experiences at Vassar.

I was scared to death when I arrived at Vassar. I thought I had been right in coming, but I was scared. My friends had told me to expect a pretty hard time—not academically, since my high school preparation had been good, but socially. The faculty members who interviewed me the spring before had been cordial and friendly, but I didn't really expect that pleasant atmosphere to last when I came in the fall. I was prepared to spend all my free time alone in my room, and carried along a small radio to occupy my first solitary evenings. So after I'd signed in and gone through all the routine of the first few hours, I went back to my room in Raymond and plugged in the radio. It blew out with a muffled explosion and a sputter of sparks. The whole corridor came running to see what went on—and stayed and talked to me for the rest of the evening. I eventually had the radio converted from AC to DC, but I never needed it desperately to take the place of company that wasn't there. At Freshman Stay-at-home, the next Sunday, I had more visitors than any of the others, to the envy of my classmates.

The reason was not hard to guess. I represented the Negro Problem—in capitals—and the Raymond students were interested in that problem and in seeing that Vassar solved it successfully. That I should be thought of, at least at first, as the representative of a problem race rather than as an individual was natural; it was also sometimes difficult. The most amusing of these difficulties was that everyone assumed I was an authority on all things Negro. I was bombarded with questions about the Negro theatre, Negro political problems and opinions, African lore, Negro music, and so on indefinitely. I answered all the questions I knew anything about and some I didn't. But it's an odd thing about my education in a predominantly white college that it made me learn more about Negroes than I knew when I came.
The best comment on Vassar's solution to the "Negro Problem" on the campus, however, was that almost immediately I was treated as a person and not as a Negro. My college life was essentially just like anybody else's. I was never conscious of discrimination on the part of my teachers—either favorable or unfavorable—on account of my race. When three other Negro students came to Vassar the next year, none of us felt we had to huddle together, four against the world. All of us had different friends, since our tastes and interests were varied. I visited the homes of friends I made at Vassar, and they visited my family. I went to their parties with them. I even had one weekend on a yacht. And I invited Negro friends to visit me on weekends at the college, and sometimes went on double dates with other couples.

For the first two years I was at Vassar, I had a single room in Raymond. In my third year, four of us who had singles decided to use one of them for a living room, one for a study, and group our beds in the other two. We used to be amused at ourselves as an illustration of inter-racial harmony, for our four included one Chinese student, one Jewish girl, one of Anglo-Saxon descent, and myself, a Negro. The next year I shared a three-room suite with my Anglo-Saxon friend. Some of the best friends I made at college were from the South, Florida, Tennessee, Virginia.

That my college career was in general a very normal one doesn't mean I had no problems; nor, on the other hand, does it mean that there is no particular advantage to Vassar in having Negro students on the campus. There were occasionally awkward social problems. I am very light, and people who had not heard that I was Negro would often assume that I was an American Indian or Hawaiian, or even East Indian. This was particularly true during my first year, when I was the only Negro at Vassar. One cannot start a conversation with someone who's just been introduced with "By the way, did you know I'm a Negro?" It might sound to some like a deliberate attempt to create an uncomfortable situation. Yet if I didn't make it clear, someone might think I was trying to get away with something, to pass for white. I was especially worried when the question of Prom came up. I felt I should go so as not to set a precedent of social isolationism for the other Negro students. But I invited a friend who is fairly dark, to avoid any possible misunderstanding. We had, incidentally, a very good time, the usual number of exchanges, and a picnic the next day with a group of friends and their men.

Yet the visibility problem is a very real one. There are occasional awkward incidents for the very light Negro. But there are more painful situations for the darker Negro. One Negro student was excluded from a Poughkeepsie skating rink where she was going with a group of other students; one had trouble finding an off-campus room for a friend who was visiting her for the weekend. Such problems arise when a Negro is judged not as an individual, but simply as a member of an "inferior" race.

The main advantage of having Negro students at Vassar is just this, it seems to me. They can be known as people. And as people they have fitted in perfectly well with other Vassar students. The six Negro girls who have been at Vassar in the past six years have backgrounds not so different from some of the white students: four have families in Civil Service, the father of one is a minister and college teacher (the Dean of the Divinity School at Howard University); my own father was a doctor. Our interests have been various: medicine, psychiatry, fashion design, sociology, music. We have joined in a variety of ways in the extra-curricular life of the college, in student clubs and committees; one student, who has a remarkable singing voice, has contributed to concerts, chapel services, radio programs, and student parties.

But perhaps the most important contribution Negro students can make is to demonstrate, by their presence at college, that background, intelligence and ability are more important than color in making
good members of the college community. Some students have told me that they really believed there was no such thing as an intelligent Negro; they had never known one. Getting to know Negro students, and through their families and communities, may mean a fresh outlook on the problem of the Negro in this country. The Howard University—Vassar exchange weekends sponsored by the Vassar Community Church during my college years are an excellent example of other possibilities for broadening the contacts between Negro and white students. A group of Vassar students went to Washington, stayed in the Howard girls' dormitories, and attended classes; and the visit was later returned by Howard girls.

These advantages would be increased, along with the ease with which Negro students can adapt to the campus, if more Negroes were admitted to Vassar. While they remain only a handful, they may seem to be isolated exceptions, modifying only slightly prevailing ideas of Negroes as an inferior race. If they lived in a number of different halls, their presence would seem more natural and their contacts would be still more varied. And they themselves would find it easier to have a normal college life; for however completely fellow-students may accept her as an individual, the Negro student is inevitably conscious of herself as one of two or three who represent her race in a white community.

I have often been asked whether a Vassar education is really worth the effort and financial sacrifice it requires from a Negro student. To be sure, I am told, it is good for white students to have some acquaintance with Negroes of comparable intelligence, but doesn't the Vassar experience simply make adjustment harder for the Negro graduate after college? She may be accepted by white students in the isolated college community, but can such contacts be maintained after college? And after the Vassar experience, isn't it hard for her to find her place in a world where Negroes are not accepted so easily?

Wouldn't it be better for the Negroes themselves if they went to Negro colleges?

I think the experience of Vassar's recent Negro graduates gives a sufficient answer. As far as college friendships are concerned, those I made in college have continued to be valuable and pleasurable.

Equally important is the training we had at Vassar, and the possibilities it opens up for us. All four of the Negro graduates of the last few years have gone on to other schools, and to excellent ones. One is now at the Boston University School of Medicine, one at the Parsons Institute of Fashion Design; one whose special interest is the problem of juvenile delinquency is now studying sociology at the University of Chicago. I myself was the first Negro student accepted at Yale Medical School. It is because we are Vassar graduates that these other opportunities are open to us, that we are able to get the best training for the particular jobs we want to do. Acceptance at Vassar has been the key to acceptance elsewhere, and to greater usefulness.

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1 Miss McGeary was a member of the Community Church Board and of the Trustee-Student Committee on Student Welfare; she was active in the Interracial Group and, in her senior year, edited the Student Handbook. This year she has been a member of the Editorial Board of the Vassar Alumnae Magazine—Ed.

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Fourteen fellowships for graduate study have been awarded by Vassar this spring.

The four Vassar College Fellowships have been awarded to Beatrice Bilsky '46, for study of zoology at the University of Chicago; Patricia Byrne '46 for preparation for foreign service at the School of Advanced International Studies, Washington, D. C.; to Laurie Schwab '46 for study of English at Radcliffe College; and to Helen Swartz '46 for study of mathematics at Columbia University.

Julie Palterghé '46 has received the Louise Hart van Loon Fellowship for study of social relationships at Radcliffe College, and Catherine Magill '46 has been awarded the Belle Skinner Fellowship for study of history at Radcliffe. Miss Magill has been president of the Political Association this year. As she resigned the fellowship stipend, the college was enabled to name a second Belle Skinner fellow, E-tu Zen of Kunming, China, who received it upon her graduation in 1944. She will continue her study of modern European history at Radcliffe.

The Mary Richardson and Lydia Pratt Babcock Fellowship has been given to Miss Ann Chamberlain, who was graduated in April and served in c term as an assistant in the Department of Physics. She will study physics at the University of Michigan or at Radcliffe.

The James Ryland and Georgia A. Kendrick Fellowship has been given to Margery Abegg, 1945, for the study of philosophy at Radcliffe. The Adolph Sutro Fellowship was again awarded to the present holder, Gloria Karsh, 1945, to continue the study of medicine at Columbia University. The Elinor Wardle Squier Townsend Fellowship was given to Patricia Egan, 1939, a former instructor in the Department of Art, to continue the study of art at New York University.

The two Durand Drake Fellowships for the study of philosophy at Vassar were granted to Miss Ruth Freed, who is a member of the class of 1946 at Queens College and to Miss Jean Murdock of London, England, who was graduated from Somerville College of Oxford University in 1942. The Margaret Floy Washburn Fellowship for the study of psychology at Vassar was awarded to Miss Geraldine Wemore, who graduated from Barnard College this spring.
Vassar—A Backward Look

By Mimi Griffin, 1946, Student Editor

The close of the year brings the commencement of the class of 1946, a quietly historic date for the college. For we will have been the first class to have gone through Vassar on the three-year plan, without benefit of summer school or similar disturbing factors. More significantly, we have watched Vassar's educational policy as it changed through these years and have participated in the many academic battles waged in behalf of three and four years and differing educational approaches. No one can speak for the whole class, but it seems only in the line of duty for me to summarize what, as one individual, I have seen happening at Vassar from 1943 to 1946.

The first question asked us by curious alumnae is usually this: do we feel that we have missed any of the benefits of college by going through so quickly? We can't answer this, since we have no standard of comparison; the four-year college has passed down to us in enviable legend as a paradise where one went to the movies every night and played bridge all day. It is probable, that, more than acceleration, the war has been the cause of any inconveniences we have suffered. Social life has been strictly limited, and weekends few and far between. A song composed last year by the '45 Octet reveals the cozy and intimate atmosphere of wartime dances—"Where did you get your date for the prom??"

I don't think that our class and the subsequent ones were victimized to any great degree by the experiments in condensing and altering courses to fit the new calendar—we sometimes had to work a little harder, but student complaints were usually listened to, and surveys of hours spent on each course taken, so that most difficulties have been adjusted. Term has been the subject of much discussion; some thinking that it has been a tag-end to the year, others thinking it very valuable in offering specialized courses which might have been too slight for a longer term, and in condensing introductory courses, thus enabling the student to enter advanced work more quickly. It is interesting that, while many members of the class of 1946 used to complain about the speed with which they were being rushed through, they seem unanimous now in saying that they are glad to be getting out a year earlier, so that they can get jobs, get married earlier, do post-graduate work, or enjoy what has been described as "adult leisure" for a while.

The unrest on campus—and at various times there has been a considerable amount—has arisen from controversy as to where we were going and why, and was rather more heated than necessary, partially as a result of wartime nerves, a phenomenon which is indefinable but which was nevertheless present, manifesting itself in a kind of nervous paranoia. For a long time, particularly among the students, the three-year plan was considered a wartime expedient to turn out trained women more rapidly, a makeshift which would be abandoned when the need was not so great. Although, in a brochure sent to new students by the trustees, the college was described as entering upon a new era of translation of the traditional liberal arts values to fit a changing world, in actual fact nothing of the sort occurred in any worthwhile degree. The one remarkable change was to be found in our calendar, a fact which disturbed a great many people who did not oppose a three-year plan per se but only the present version. The blame for this failure to experiment cannot be laid on the faculty, however, although many faculty members, not approving of a three-year education, were not inclined to further it in any way. The plan was voted in a hurry, and the mere readjustment of the calendar was a gigantic task which had to be done in a few months. After it was once put into operation it was constantly being readjusted, and this necessity, coupled with the reduction in summer vacation, meant that any really advanced educational thinking was almost impossible from the sheer point of view of time. In spite of difficulties, two markedly experimental courses have been offered, Today's Cities and TVA.

The consequence of all this confusion was that when it came time for us to consider what kind of postwar college we wanted, the issues were not clear, and a basic redefinition of terms was needed. What was a three-year college? the present one? or one distinguished by true experimentation? Did a four-year college imply the old curriculum? or could we experiment equally well within its framework? Did we want to experiment? Did a four-year plan involve a return to unrealistic leisure (if such a condition had existed)? Was the college's proclaimed desire to attract students of lower income groups impossible to carry out under the four-year plan? Was the four-year plan more expensive anyway?

Although various faculty committees had been working on educational programs for several years, the students entered into the planning for the first time this year, when reconsideration of the present setup seemed imminent. Vassar Debate and Forum held open meetings where everything from the cooperative system to the Harvard Report was discussed, the two newspapers
proclaimed their various stands, took polls and printed impassioned letters from the reading public. The Student Curriculum Committee considered the plans eventually released from the faculty, and offered criticisms and suggestions.

The outstanding fact emerging from all these sources was that students felt a need for a more realistic curriculum, irrespective of its framework—more realistic in relation to the outside world for which they were being equipped. They asked almost unanimously for wider correlation so that the interrelationships of fields of knowledge would be made clear; they asked for interdepartmental courses based not on fields of knowledge but on fields of activity, such as the city, where knowledge was seen in action. They wanted the contemporary significance of the past emphasized. It became obvious as the discussions went on that they were deeply concerned with the practical value of their education, and one thing they were strongly against was excessive departmentalization, or cubby-holing of knowledge. Although they differed as to the amount of specialization desirable in the freshman year, they agreed unanimously that that year should consist of some sort of general education, not necessarily similar to the Harvard plan, but suited to the needs of Vassar students. Most of them, in fact, thought the Harvard plan outmoded in its insistence upon tradition and the past. More than any single factor, the atomic bomb had aroused them to the realization that today's citizens must understand and deal in the present and its implications.

The plan formulated by the Augmented Curriculum Committee and favored by a majority takes cognizance of this expressed student opinion, although it suggests a rather complex system of distribution requirements. I, for one, think that the general education theory demands one or two broad interdepartmental courses, rather than the diversity suggested in the scheme. Such courses have not been designed, however, and would not be ready for next year's freshman class. On the credit side to my mind are this plan's suggestions for field work and summer work, and their Related Studies Plan, which places emphasis on correlation as well as on specialization in the major field. Most people realize that the very drastic changes suggested, but not incorporated in this plan, in the way of integration of knowledge, will take a long time to work out, and it is possible that after the new curriculum goes into operation it will be slowly amended. The faculty has expended tremendous amounts of thought and time on the problem, and it is obvious that our educational theorizing will have far-lasting results. Also an encouraging sign is the evidence that Vassar still maintains her traditional independence and has not been stumped, like so many colleges, into an indiscriminate adoption of the latest academic fashions without full consideration of the pros and cons.

THIS, in one person's opinion, is where Vassar stands today. The last three years have been a time of ferment and change, and I think that very few 1946 graduates have been able to go through college without benefiting from these reexaminations of tradition. The full value of our education cannot be assessed yet, but apart from our studies we have practiced responsible citizenship in a democratic community—an experience as valuable as any classroom recitation.

Students' Association—Prexy stands with old and new student officers at the Gavel ceremony. Left to right: Jeanie Eckhardt, Sally Stokes, New Chief Justice and President of Students; Sally Ingersoll '46, President of Students and Kay Winton '46, Chief Justice.

President and Mrs. MacCracken and four of this June's Vassar graduates will attend a Conference on Freedom, Justice and Responsibility in London this summer. The Conference will discuss the formation of an international organization to promote the exchange of information about methods of reducing religious and racial prejudice. Two hundred delegates are expected, of whom thirty are Americans. The American delegation includes representatives from several American colleges, and outstanding Protestant, Catholic, and Jewish leaders. Dr. MacCracken will serve as its chairman.

The Conference will open with a mass meeting in London, and continue with an eight-day session at Oxford.

These meetings have been approved by the British Home Office despite food shortages in England. The American delegation is bringing its own food, and the members pay their own expenses. A subscription has been raised to cover the expenses of the European delgations.

President and Mrs. MacCracken sail for England on July 8.
LETTERS TO THE EDITORS

EDITOR’S NOTE: The following letter from Rokytka Kucerova Illnerova was forwarded recently to the Alumnae Office

... We have survived and even in comparatively good health which is more than most people can say. As a matter of fact, we have been extraordinarily lucky: our family has never been forced to separate; Boris kept working in his office. I was not sent to work in a nutrition factory. We lived and are still living in our flat. None of us has been in prison or in concentration camp. We were undernourished, but not hungry; there was always bread, potatoes and some gravy. We have been cold, but not freezing, wearing made-over things, unattractive and simple, but always having something to wear. We went through humiliation, slavery, anguish that the whole nation went through, never being certain of our life, never knowing what might happen the next moment, sharing the sorrow of our nearest friends — some of them having been executed. But all we went through is nothing as compared with the suffering of those in prisons and concentration camps, and thus we have no right whatever to complain.

As to our personal life: after years of enforced domesticity I boast that there is no household task which I would not know. I am working in Boris’ [law] office in the mornings as he is flooded with work and help is very difficult to get. I am enjoying it a lot, as it puts me in touch with many people and institutions and is very varied. In the afternoons I am usually at home—and gladly so—helping the children in their work, doing odd things, etc. And besides, life is so interesting nowadays; there is so much happening one wants to read, talk about and discuss, that I feel one never has time enough.

You will want to hear about the children: Michael is a tall twelve year old boy, husky until recently; now after bad measles and flu he has lost much weight. He is quite good looking, with grey eyes, dark hair and an open, kind expression of face; good student, intelligent, not quick of mind, with many varied interests including boy-scouts, collecting stamps, writing of class paper, etc.; a sensitive, kind hearted child, easy to manage, critically minded, reserved, happy with one or two friends, very close ones, rather than with a big bunch of pals; a great moral authority for Paul. He is 9 now, tall for his age, very thin, rickety, I am afraid, quite dark, looking like a Sardinian child; very bright, tremendous personality, affectionate with me but in other ways difficult to guide. They are both good company and great fun and I really enjoy being with them and making those feeble attempts called education. I am happy to realize that the years of occupation have not had a distorting influence on their character... .

ROKYTKA KUCEROVA ILLNEROVA ‘24

Praha XII
Horni stromky 15

TO THE EDITORS OF THE ALUMNAE MAGAZINE:

Would it be possible for some section in the magazine to contain a few suggestions for reading from Mrs. Fisher’s Child Study course? Those of us tied up with small children would appreciate it very much.

Beverly Lovell ex’42.

369 Short Beach Road
East Haven, Conn.

Here it is, compiled by Mrs. Mary Fisher Langmuir.

-En.


Periodicals:
Two to Six; Published by Two to Six Inc., 420 Madison Avenue, New York City 17.
Child Study; Published by Child Study Association, 221 West 57th Street, New York City.
Parents’ Magazine; Published by Parents’ Institute, Inc., 4600 Diversey Avenue, Chicago, Ill.
Foreign Students—Foreign Scholarship

ONE OF PRESIDENT MACCRACKEN's most characteristic interests has always been the promotion of international understanding by the exchange of students with other countries. During the past year there have been twenty-seven students on campus from foreign countries, and nine from United States Territories and Possessions. Nineteen were from Europe (including the British Isles), three from Canada, three from Cuba and South America, one from China, one from Puerto Rico, two from the Philippines, and six from Hawaii.

Fourteen new foreign students have been accepted for admission to Vassar College next fall. They come from the British Isles (3), Latin America (3), Norway (4), China (3) and Hawaii (1).

Three of these new students are daughters of Vassar alumnae; one is the descendent of a royal line. She is Kapiolani Muriel Kawananakoa of Honolulu, a granddaughter of the last Queen of Hawaii. Sheila Mackie of Belfast, Ireland, is the daughter of Marcia Hopkins Mackie '27, who was awarded the Order of the British Empire last summer in recognition of her contribution to Anglo-American relations through her work in the Red Cross. Esu Zen is the daughter of Sophia Chen Zen '19 and a sister of E-tu Zen '44, who holds the Belle Skinner Fellowship and is at present studying history at Radcliffe College. Ruth Hsin-Yueh Chang's mother was Ts'a Sieu Tsu '20. Her father, P. C. Chang is the official Chinese representative at UNESCO.

The group of Norwegian students is enabled to come through the interest and cooperation of Mr. Ray Morris, a trustee of the College, whose firm is financial representative for Norway in the United States.

Faculty and student interest in bringing foreign students to Vassar has received tangible expression in the Foreign Scholarship Drive which netted almost $8000 for the Henry Noble MacCracken Foreign Scholarship Fund. Alumnae have responded with a scholarship of $1700 given jointly by the Poughkeepsie and Boston Vassar clubs (see below, next column).

The Directors of the Vassar Cooperative Bookshop have voted, in honor of President MacCracken, to set aside a reserve of $1000 for books for foreign scholarship students. The money, appropriated from the Bookshop's profits on the purchases of non-members, is to be spent at the rate of $200 a year during the next five years. The college will name the recipients each year; President MacCracken has been asked to name the students among whom next year's fund will be apportioned.

Now Boston!

IN THE LAST ISSUE OF ALUMNAE MAGAZINE WE TOOK OUR hats off to the Poughkeepsie Vassar Club's very successful benefit series for foreign scholarship. (In case you've forgotten, the Poughkeepsie Club borrowed faculty and college facilities for three lectures on the Modern Arts which netted them their usual local scholarship plus $700 in addition for a foreign student.) Now Boston has written a bang-up Chapter II to the Poughkeepsie project. It has voted to add $1,000 to the Poughkeepsie fund, swelling the total to $1,700—a full scholarship for a foreign student with enough left over to pay her expenses as well. The two clubs have awarded their joint scholarship to a girl from Norway.

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THANK YOU ONE AND ALL