

Laura Lord Scales '01 and Eleanor T. Lincoln January 28, 1977

Comment on Mr. Neilson. In his garden, his leisure for conversation, his demand for sturdy furniture, his cigar, his appearance in a Rally Day Show, his advice on avoiding the making of short cut paths in the grass, his chapel talks, the abandoning of daily chapel in 1930, his stand on the Sacco-Vanzetti case, his presidency of the People's Institute Board.

Campus housing. The gradual elimination of off-campus housing, originally an answer to an expanded need for student dormitories. Invitation and self-help houses. All students on campus in 1937. The effort to provide in each house a wide range of student backgrounds. Priority in registration gave priority of option in student housing. Each house a four-class group. Permission to smoke in the dormitories first granted in 1927 and sustained in spite of a few hazardous incidents. Mr. Neilson's advice on women's smoking.

Town-gown relations, generally good. Some problems arising chiefly out of tax problems but also out of anti-German and anti-Japanese prejudice during the two World Wars. The gradual liberalization of rules for student behavior. Early Junior Proms and Glee Club picnic parties.

The protest of an Irish group from Holyoke because of an article in the college newspaper criticizing the campus A.O.H. organization.

Administrative Board problems--the conflict of required attendance before and after vacations with debuts, the Baltimore Cotillion, etc.

Other problems--theft, the intrusion of young men selling magazines, the kidnapping of one well-to-do student who was freed by her own resourcefulness, vandalism.

Outstanding events on campus--the 25th anniversary of the college in which Mrs. Scales participated as the head of the student government. The 75th anniversary celebration organized by Florence Snow. The Centennial celebration.

New freedoms after World War I and consequent complaints from townspeople about student behavior.

World War II and the establishment of the WAVES officers training school on campus.

Rally Day Shows and caricatures of faculty by students, including Caroline Neilson's take-off of her mother and many caricatures of Mr. Neilson.

Early Rally Day assemblies with student body all in white plus class ribbons.

Early prohibition regarding any student driving out with a boy; rescinded in spite of early tragedy.

Tragic disappearance of one student and airplane death of another.

Marine Leland and Margaret Grierson '22

February 10, 1977

The establishing of the College Archives on Mrs. Morrow's initiative with the help of Miss Nina Browne.

The French Department at the time of Miss Leland's joining it.

Mlle. Louise Delpit, M. Albert Schinz, Mr. Osmond Robert, Miss Anna Chenot, Miss Madeleine de Villele, Miss Helene Cattanes, Mlle. Louise Bourgoïn, the Guillotons, Miss Margaret Peoples, Mlle. Yvonne Imbault-Huart. Many came to Smith within a few years at a time when interest in France was high, following World War I and our close relations with France then. Interest was also stimulated by the establishment of the Junior Year in France (1927). Consequently, a large group reached retirement at about the same time, and their replacements created almost a new department.

M. Schinz and the department under his chairmanship.

Departmental theatrical productions.

Jeanne Saleil at the French House.

Praise for the Smith library, its unusual strength even in the Twenties in contemporary French literature because of two courses in that field.

The French-Canadian collection established by Miss Leland at a time during World War II when books were not available from France and the department was persuaded to use its budget for Canadian material.

Miss Leland's search for the material and offering of a course in French-Canadian literature. Availability of sources then before interest in the field became widespread.

Incident of her friend, the bibliographer Morin, and his 13 children.

His introduction to the Montreal bookshop of M. Ducharme.

Other courses given by Miss Leland in Moliere, 17th century French Literature, and graduate work in medieval literature.

The admirable resources of the Forbes Library.

Miss Leland's grant from the Institute of Foreign Affairs (the Crane Foundation) and her consequent travel in and acquaintance with French Canada. Her trip to a gold mine in Abbatibi.

Correspondence among grantees who were chosen not by application to but discovered by the foundation.

Honors awarded to Miss Leland: Hon. Degrees from Laval University (Quebec), the University of Montreal, the University of Vermont.

Her teaching at McGill University.

She was made a member of Harvard's Graduate Society and given a decoration by the French government.

References to Ada Comstock, Miss Cutler, Miss Jordan.

Mrs. Grierson's call on the last two ladies in New Haven after their retirement from Smith.

Reference to Grace Conkling and Mr. Harry Gardiner.

The Sacco-Vanzetti case and a disturbance at the People's Institute in relation to it.

2 em

The visit of Senator Joseph McCarthy to John M. Greene.
Distinguished French speakers who came to Smith: Maurois, Paul
Hazard, Nathalie Saraute, Mme. Pitoeff.

The establishing of the French House during the only interruption
of the Junior Year Abroad program during World War II.

Mlle. Cattanes' contribution to the Junior Year Abroad program
and the subsequent loyalty and continued activity of its
alumnae.

Some early efforts at "French conversation" classes.

The quality of students fairly consistent though recent ones
are less qualified spellers or readers. Emphasis on French
accent in speech has shifted somewhat.

The effect of the language laboratory.

Charles J. Hill and Eleanor T. Lincoln,
with a few comments from Ruth Hill and
Gertrude P. Smith. Both participants
emeriti of the Department of English.

February 11, 1977

Biographical information regarding both participants.
First appointments and early teaching.
English 11 under the direction of Mary Ellen Chase.
The convenience of a thin wall in Lilly Hall for unobtrusive
observation of new appointees.
Early days of Scottish frugality with few private offices and
no central office of departmental secretary.
The Neilson-Hill edition of Shakespeare.
Howard Patch and Chaucer.
The Neilson professorship established 1927. Other distinguished
visiting teachers.
The Greene Street coffee shop sociability of department members.
The Honors program and the close relation of Honors students
and faculty.
The 1937 hurricane.
Mr. Neilson's retirement.
The Arts Council--a year's program.
The OBND also organized by Albert Blakeslee.
Incidents in relation to lectures by Katherine Anne Porter,
Fred Pottle, and Eudora Welty.
Departmental retirement parties.
Dormitory sociability: Thanksgiving dinner, weekly faculty
nights, Phi Beta Kappa dinners in earlier years.
The contribution of Heads of House.

John W. Duke and Gertrude P. Smith '28

March 22, 1977

Both participants emeriti of the
Department of Music.

Biographical data regarding the participants.

Situation of Department of Music in Pierce Hall in 1923 and
move to Sage Hall in 1924.

Concerts by famous artists, chamber groups, and orchestras.

Concerts by Smith faculty and students.

Song compositions of Mr. Duke.

More advanced training of many entering students and greater
professionalism. Current emphasis on chamber music rather
than solo recitals.

Current plenitude of music as compared to fifty years ago:
five-college concert activities, available recordings,
radio, t.v. Possible drawbacks in having so much.

Department personnel: Werner Josten and the American
premieres of Baroque operas by Handel and Monteverdi,
Mabel Garrison, Charles Kullman, Marie Milliette, Antonio
Brosa, Arthur Locke, Solon Robinson, Doris Silbert, Wilson
Moog, Roy Welch, Alfred Einstein, Rebecca Holmes et al.

Enlargement of teaching staff and of course offerings: growth
of library and other resources, increase in the number of
music majors. The gift of the Werner Josten Library.

Faculty shows: Gilbert and Sullivan operas, Rally Day stunts,
independent original shows.

The Smith College Alma Mater and John Duke's "Twang the Lyre
for Sophia."

College singing-groups and choral work.

Involvement of faculty musicians with other departments and
in the Arts Council. Their involvement in town concerns.

Some events in the Students' Building under Samuel Eliot,
Edith Burnett, and Hallie Flanagan Davis and, under the
latter, the 1950 production of the play based on Sophia
Smith to celebrate the 75th anniversary of the College.

Stimulus afforded by daily meeting of various colleagues in
the central office of Sage Hall. Value of other gathering
places to faculty-student discussion: the Wright Hall-
Library connector, the Gamut in the Center for the Perform-
ing Arts, etc.

Changes in campus sociability.

A few outstanding events: the hurricane, the picketed visit
of Senator McCarthy, the Sacco-Vanzetti case.

Katherine Hornbeak and Edna Williams

May 11, 1977

Emeriti of the Department of English

Campus Life 1930-1977

Biographical information from the speakers.
 The atmosphere of the college in 1930; the sense of community.
 Morning assemblies in John M. Greene, Sunday vespers also in John M. Greene.
 Cosmopolitanism; some of the distinguished European refugees who were members of the faculty.
 The influence of President Neilson and Dean Marjorie Nicolson.
 The effect of the Depression.
 Student assimilation of the Freudian vocabulary and fads for words as reflected in freshman themes.
 Life in a college dormitory for a faculty resident.
 The first two private faculty bathrooms.
 Political currents on the campus. A majority of the faculty Democrats, a majority of the students Republicans. Nixon's "Slush Fund" speech, the skirmish between Democratic and Republican students.
 The Tyler House Greek inscription.
 Ellen Emerson's annual medieval Christmas party.
 Martha Wilson's party and the gift of a goat and cart to Miss Hornbeak.
 Tyler House challenge to chivalry.
 Campus response to the extreme conservatism of an alumna.
 The give-and-take between students and faculty-residents; its contribution to teaching.
 English 11 and training in the use of the library.
 Some linguistic boners.
 The collaboration of Miss Hornbeak and President Herbert Davis on an edition of Swift and in a seminar on Swift.
 The installation of the new heating plant.
 Nichol-Smith's advent; his lectures on Johnson with an anti-Boswell bias countered by Miss Hornbeak.
 The acquisition of the Malahide papers.
 The 18th century symposium organized by Nichol-Smith plus museum exhibit, dinners, etc. with distinguished participants.

Vernon Gotwals and Richard Unsworth

May 31, 1977

THE CHAPEL

Biographical information from both speakers.
 Religious service in John M. Greene before the Hills Chapel was built.
 An account of how the Chapel was funded by Helen Hills Hills in 1953.
 Confusion caused by the name of the building.
 Ground-breaking in April, 1954 on the side of the former Bodman house.
 Reluctance to give up the little chapel in a wing of the library which had been used for weekday services.
 Present extensive use of the rooms in the basement of the Hills chapel.
 Frequent use of the Chapel for weddings.
 Choice of site and architects (William and J. Platt). Church in Lyme used as a model.
 Doubts about design of chancel and final solution in movable altar.
 Shift of choirs from in front, as in John M. Greene, to rear balcony.
 New organ also gift of Mrs. Hills. Subsequent rejoicing.
 Early congregations sometimes exceeded the seating capacity (c. 520) of the Chapel. Yearly average in early years better than 300 each Sunday.
 Early services not attended by Catholics. Jewish services, usually for small group, were held in the lounge.
 All attendance voluntary though choirs contained non-Protestant members and service was Protestant. Rotation of choirs.
 Recent changes in music and service allow for alternative to choir performance.
 Since construction of the Chapel, all the college presidents have participated regularly in the services.
 Shifts of student interest in religion. Phase I (c. 1954-1959) interest in organized religion and liturgy. Phase II (c. 1960-1967) secularization and activist alienation from traditional religion. New England Student Christian movement and its outgrowth, Students for Democratic Society, reflected civil rights movement.
 Period of Mr. Unsworth's absence in Hanover as Dean of the Tucker Foundation.
 The appointment of Jane Wells as secretary to the chaplain. Interim chaplains Ben Anderson and (very briefly) David King.
 Increased involvement of students in civil rights and anti-Vietnam war movements. Lack of faculty support for the latter.
 The assassination of Martin Luther King and the chapel sermon by Jim Bevel a few days later.
 Increase in number of black students and earnest recruitment of them by the college.
 Period of 1961-1971 included the students' rights movement, and, later, the women's rights activity. Both accompanied by anti-establishment, anti-religious sentiment. Flexible, tolerant leadership make possible the continuance of

6
Com

religious observance in the Chapel. Addition of a rabbi and a Catholic nun or priest to the chapel staff speaks to its continuity.

J. Seelye Bixler and Virginia Corwin (Brautigam) August 4, 1977
Emeriti from the Department of Religion

Biographical information.

Mr. Neilson's leadership as a college president.

The development of the Department of Religion and expansion of course-offerings in response to changing orientations.

Faculty teaching loads.

Class dean experience of Miss Corwin.

Faculty-student relations, faculty with colleagues, faculty attitudes toward the College.

The effect of the tenure system and current intense competition for jobs on these attitudes.

Departmental personalities.

The long-continued interest in Asian religions. The differing kinds of student interest in religion recently.

The Ada Howe Kent contributions to the study of Asian religion and culture. Kent lectures from Asia.

Helen K. Milbank '31 and Mary Mense1 '18

November 10, 1977

FINANCIAL AID

Biographical information of speakers.

Early arrangements for financial aid under three offices, later under one which dealt with scholarships, loans, paid jobs, and residence in cooperative houses.

Early aid budget of c. \$60,000; current budget \$1,900,000 plus federal loans.

Current arrangements regarding loans with and without interest, free grants, work grants, etc.

Discussion of cooperative houses in the last forty years.

Comment on occasional differentiation socially between students in self-help houses and other students; this was later countered by some snobbery among residents of cooperative houses because of their high academic rating and intellectual atmosphere.

The effect of the great depression 1930-31.

The attitude of successive administrations toward financial aid vs. larger income from paying students.

Comments on all the Smith presidents, their relations with faculty, students, and alumnae.

Cooperative action re student grants among the Seven Sister colleges.

The "Riotous Living Fund" now transferred from the Financial Aid office to the office of that of the Director of Voluntary Services.

The Medical Aid Fund now generally replaced by mandatory health insurance in the college fee.

Approximately 30% of the students now receive some financial aid.

No longer is there an academic qualification for such aid, once a student is admitted.

Elinor V. Smith and Lois Te Winkel

December 19, 1977

Department of Biological Sciences.

The Department of Biological Sciences was established in 1962-63 combining three previous departments of Bacteriology, Botany, and Zoology. The merger was prompted by economy and the forthcoming use of the new Clark Science Center.

Elinor Smith's first appointment as a teaching-fellow in Botany in January, 1926. The department personnel and course offerings at that time. Her duties (including the making of acidophilus milk for the Neilson children).

Lois Te Winkel's first appointment in the Zoology Department in 1933. The staff at that time. Limited office space; no secretaries. Course offerings, exhibits, both botanical and zoological in Burton Hall. In the late 1930's a shift in student interest to areas increasingly open to women for positions in hospitals, public health, and research. The development of interdepartmental majors (pre-medical, public health, landscape architecture, and biochemistry), a good preparation for careers.

Bacteriology courses were shifted from the Botany Department to a Department of Hygiene and Physical Education, then to one of Hygiene and Public Health, then one of Bacteriology alone, and finally to the current merger of Biological Sciences.

The advent of the WAVES and their use of Burton Hall lecture rooms, 1942-45.

The assets of the Botany Department: the Lyman Plant House, the Botanical Gardens, relations and exchanges of seed with foreign horticulturists, the annual shows of chrysanthemums in the Fall and bulbs in the Spring.

The establishment of the Genetics Experiment Station and its work, under the direction of Dr. Albert Blakeslee and his assistant, Miss Sophie Satin, to which foreign as well as native graduate students were attracted. Other activities of Dr. Blakeslee in Phi Beta Kappa, Sigma Xi, and the OBND which he initiated and funded in memory of his wife.

The animal house built in the early 1930's, which provided mice, rabbits, guinea pigs and frogs for the use of students and research. Dr. William Ganong and the noisy guinea pigs.

The introduction of pathogenic studies (a first among women's colleges) and the new responsibilities accompanying it, such as identification of the cause of food poisoning in a dormitory, testing drinking water, checking the sanitary standards of milk production and of dormitory kitchens, testing of the swimming pool, etc.

The gradual increasing and updating of equipment. The curricular revision in the late 1950's reducing many year courses to one semester ones and a change in the science requirement. The practice of using 2-year graduate students as departmental assistants and the load of directing their research and theses in addition to an already full teaching schedule. Special grants awarded to individual scientists made possible the acquisition of expensive equipment for use by students as well as faculty. The publication of some papers by Honors students

9 cont

or M.A. candidates.

The new Clark Science Center. Sabin Reed completed in 1966 after long planning. The many advantages of the new center and its unified libraries, though there is little room for expansion. Elinor Smith, first director of the new Center, coped with the problems of adjustment by the nine departments concerned.

The recent shift of interest to fields of ecology, cell biology, behavior, genetics, virology, and biochemistry along with a shift in curricular requirements was followed by a great increase in the numbers of majors in the biological sciences.

March 1, 1978

Professor Emeritus Leona Gabel, Professor Nelly Hoyt '43, Anna Ahrens '78, and Elizabeth Carroll '78. The two students were members of a group of history majors who undertook a study of the history department as an interterm project. The conversation follows mostly from questions directed to Miss Gabel by the others.

(Apologies for the loud noises; they are not a defect in the tape but the sound of a grate fire).

The speakers introduce themselves. There is discussion of changing student attitudes toward course-work during the last forty years, noting a period of apathy during the Depression and one of rebellion in the Sixties.

Presence or absence of required distribution courses has greatly affected enrollment in history. Present enrollment in greatly reduced but consequently smaller classes and freer class discussion are advantages.

The personnel of the history department when Miss Gabel joined it in 1923: Sidney Fay (chairman), John C. Hildt, Harold Faulkner, William Gray, Margaret Scott, John Bassett. Vera Brown Holmes came a year later, and both she and Miss Gabel stayed on despite the prediction of a Bryn Mawr professor regarding male domination here. Later ratios of men to women were affected by World War II and curricular changes. At one time the introductory European history course was large enough to require 20 sections, and Smith followed a nationwide practice of hiring a large group of young instructors to teach them. Few of them stayed on. Now with smaller staff and scarcity of jobs, younger members are anxious for tenure.

Although her previous focus had been in medieval studies, Miss Gabel was asked by Mr. Fay to take over both his course on the Renaissance and Reformation and the one on the French Revolution. She continued, by her own choice, to teach a section of the introductory course until her retirement. Reference is made to her teaching device of parallel time-lines for different countries and to her concern, especially in the Renaissance and Reformation course, to include the arts.

Her present concerns: a selection of her papers and correspondence for the College Archives, two monographs, and the search for a publisher of her biography of Anna J. Cooper. Though born in slavery, Anna J. Cooper won a doctorate at the Sorbonne where her French thesis dealt with slavery and the French Revolution--chiefly the conflict of Blacks with both Whites and Mulattoes in Haiti. Dr. Cooper was first called to Miss Gabel's attention by Professor Alfred Vance Churchill (art history).

Departmental personalities: Mr. Fay, Mr. Gray, Hans Kohn (whose accent is imitated in an anecdote by Miss Gabel). Other accents provided by colleagues: Max Salvadori, Mrs. Koffka. Also mentioned: Leften Stavrianos, Laura Bornholdt, Jane Ruby, Miss Wilson.

Miss Gabel comments on remembering individual students, mentioning Harriet Pickens and Nelly Hoyt in particular.

10001

Mrs. Hoyt recalls a Rally Day Show reference to Miss Gabel's late grade reports.

Miss Gabel recounts an incident of her deanship for the class of 1932.

There is mention of Mr. Scramuzza, his accent, his versatility. Regarding preparations for class teaching, Miss Gabel emphasizes the need for continuous reinterpretation of history. Since retirement, she has given occasional lectures to older groups and finds that they require extensive preparation even though the material is familiar.

There is reference to the seminar on the Renaissance taught jointly by Miss Gabel and Ruth Wedgwood Kennedy (art history) and to the department's honoring of Miss Gabel on her retirement when both she and Mrs. Kennedy were asked to give lectures.

There is mention of Merle Curti and Ray Billington, former members of the department.

Miss Gabel expresses high regard for the history department during her forty years in it.

The students comment on the relatively greater strength of European as compared to American history at Smith and suggest a partial explanation for it in the high school curriculum.

Professor Milton Soffer and
Professor Kenneth Hellman

March 21, 1978

Members of the Chemistry Department

Soffer came to Smith in 1942, Hellman in 1961.

The personnel of the department in 1932: Jessie Cann (the first woman Ph.D. in chemistry in the U.S., she taught physical chemistry and thermo-dynamics); C. Pauline Burt, Gilbert Ayres, Kenneth Sherk, and soon afterward George Durham. Harry Wells had just retired. Outstanding among the earlier chemistry staff were Miss Foster (Elizabeth later corrected to Mary), and Mr. Stoddard who was a member of a distinguished Northampton family. Stoddard's position relative to the women on the staff, his private stairway to Stoddard Hall, the problem of his great desk, and an incident of his granddaughter's visit here. The lay-out of Stoddard Hall.

Change of period reflected in the fact that the material of introductory courses has been greatly condensed and some material once taught at graduate level is now taught to undergraduates. Soffer refers to an incident of his first years at Smith when social prejudice and the limited careers open to women in science made a chemistry major unpopular. The few students who did major were of very high caliber. Now there are more majors, but only a few of them have the same commitment.

With the change in society's attitude toward science and the abandoning of required distribution courses in the early 1960's, chemistry enrollment more than doubled. The estimate of space needs for organic chemistry in the Clark Science Center have been greatly exceeded.

Hellman, a biochemist, finds the mixing of the science departments in the new center more advantageous than Soffer. Both agree on the advantage of the consolidated libraries, the stimulus to students, and the availability to all departments of some equipment which it would be too expensive to duplicate.

Mention is made of curricular cycles--a period of required distribution courses followed by a period of freely elected ones and now again a trend toward restoring some requirements. A recent study of student programs shows that under the present free-election system about 95% of the programs include courses in at least five of the categories. The study fails to show how the categories are distributed, but it seems probable that science is less often elected. The society's dependence on science is greater than ever, and the omission of some experience of it in the college education is to be deplored, according to Soffer. He concludes with a comment on the particular characteristics of a Smith College student.

Professor Neal McCoy and Professor Alice
Dickinson

March 22, 1978

Members of the Mathematics Department

When Mr. McCoy joined the department in 1931, he was the only male member. The other three were all Smith alumnae, it having been the practice of Eleanor Cushing as chairwoman to hire alumnae. In 1959, when Mrs. Dickinson came, she was the only woman member. The department now includes 12 full- or part-time members, of whom only Joan Hutchinson '67 is an alumna.

In 1931, a polio epidemic delayed the opening of the College. Mr. McCoy recollects the first assembly at which President Neilson remarked that "Yesterday was Mountain Day." President Neilson apparently lacked enthusiasm for a major in mathematics for women.

Other personnel of the department: Deane Montgomery, George Polya, Herbert Busemann, Lloyd Dines, Richard Johnson.

Mention of the normal curriculum in the early 1930's and later changes. Changes in course of study required changing the qualifications for a prize given in honor of Suzan Benedict.

A mathematics symposium in the Spring of Mr. McCoy's retirement brought back many alumnae math majors, among them: Gwen Humphreys, M.S. '33, Edith Borie '64, Donna Larson '68, Sabra Sullivan '61, Jane Purcell '66, Ann O'Neill (former instructor).

Mrs. Dickinson comments on the contrast between her teaching experience here and her previous experience at a large university where only a small percentage of a class was interested in the work.

There is now no required sequence of math courses. There has been a steady increase in the student math enrollment and in the number of majors, accounting for a much larger staff.

Mention of Ray Wilder having come here to lecture several times.

Usually there is one or more Ada Comstock scholar(s) in the department. Announcements are now being sent out of a new program which allows a student in five years to obtain both a Smith degree and one in engineering from the University of Massachusetts.

Mrs. Dickinson remembers how pleasant was the cooperation of students in child-tending when she and her husband (also a mathematician) both wished to attend a mathematical conference. She recounts an incident involving Lynn Reynolds, one of the earliest Comstock scholars.

There is reference to the strong desire of students in the late 1950's and early 1960's to secure a fiance before Commencement. This is no longer a common goal.

There is reference to the effect of the move to Clark Science Center. Both speakers had anticipated non-mathematics majors in college. Since teaching by lecture is seldom done in the department, the problem is likely to be too many rather than too few questions from students.

The cooperation of the department with the local high school is noted.

Charlotte Fitch '34 and Denton Snyder

May 10, 1978

Department of Theatre

Personal data.

Establishment of Department of Theatre in 1941 or '42.

The career of Hallie Flanagan Davis.

The widely inclusive theatre major in 1934. (Theatre workshop and playwrighting taught by Samuel Eliot).

The production of a social drama, "You Can Hear Their Voices."

An anecdote regarding Mr. Dewey of the Speech department.

The Student Dramatic Association which was responsible for three or four productions each year.

The first combining of Smith and Amherst students in an Amherst production of "Barclay Square," (Curt Canfield, director).

The senior play tradition. A performance of the "Bacchae" under the direction of Eva Sikilianos was the senior play in 1934.

The 12-credit year course offered to cover all facets of studying and producing a play. With the increase in theatre faculty, this became difficult to arrange and it was dropped.

The senior play was dropped, and a repetition of the department's Spring production at Commencement took its place.

Some of the productions during Hallie Davis' tenure: "Style Show," "E=m² squared" (a living newspaper), "Love's Labors Lost," "The Way of the World."

The theatre of the Students' Building.

The transfer of Samuel Eliot, and, later, of Helen Chinoy from the English department to the theatre department created a better balance between courses in the literature of drama and courses in production.

A new course, "Introduction to Drama," considered the place of drama in society.

Merger of Speech and Theatre Departments in 1959 or 1960.

The G.I. Bill supplied a group of graduate candidates for an M.A. and some young men to take male roles in the plays, as did the later candidates for the MFA degree. The previous dependence on male faculty for such roles was no longer necessary.

In 1950, the writing and production of "Heritage" (George Dowell, director) was the first production to use projected scenery. A new version of the play was made in 1975 for the Centennial celebration of the College.

The contribution of the language departments to theatre: Messieurs Vincent Guilloton and Rene Guiet notable for French plays, especially "Le Bourgeois Gentilhomme": German plays (Paul Graham), Spanish plays (Katherine Whitmore), Italian plays (Michele Cantarella).

Mozart's "The Impresario" an outstanding collaborative effort of the music and theatre departments. Also "Captain Lovelock" written and composed by John and Dorothy Duke.

The razing of Students' Building and consequent establishment of the theatre department in the gymnasium until both the Clark Science Center and the Mendenhall Center for the Performing Arts were built. Limitations of the gymnasium and consequent emphasis on theatre-in-the-round influenced the designing of the Hallie Flanagan Davis smaller theatre in the new building.

13 cont

The stimulus of fine facilities in the new building was reflected in a great increase in the number of theatre majors and also in greater specialization.

Reference to Smith alumnae who have continued to work in some form of theatre. (Mention of Cheryl Crawford, Shirley Rich, Kathy Cleveland, Kay Duke et. al.).

Cooperation between the departments of theatre and dance. The five-college dance organization.

Katharine Thompson Cowen '20 and
Laura Cabot Hodgkinson '22

May 15, 1978

They introduce themselves.

There is talk of Wallace House, of Miss Jordan, and of chapel-dates in their undergraduate days.

The institution of trips by one or both of them to alumnae clubs; trips by car and train to the Midwest and Far West.

After receiving many requests, they included schools on the trips and this stimulated more similar visits by the Admissions Office staff.

Various anecdotes of their trips.

These not only interested potential Smith students but served to sharpen interest in the Alumnae Fund.

There was firm support from President Wright.

Capital fund drives were begun (with mention of several fund chairs).

Smithmobile trips by groups of three faculty members replaced the previous reading-lists provided by the faculty. Alumnae College programs and, recently, the five-college alumnae program have been well-received. A new program has been offered on the Smith campus dealing with preparation for retirement.

Anecdote of Laura Hodgkinson's encounter with an alumna in the African bush.

The increasing involvement of foundations in support of the college.

The first million dollar gift.

Growing professionalism in fund-raising.

Increasing tendency of married couples to share and equalize support of their respective colleges.

The setting up of "Friends" committees reflects the special interest of some supporters in the museum, the library, etc.

Offers of unwanted gifts or of gifts with special requirements receive tactful handling.

At present, the needs of the College are more evident than ever.

The fringe benefits of housing, early sabbaticals, etc. attract young faculty members even when salaries may not be among the highest.

Smith alumnae appear to share certain traits in common; these are partly due to the character of early alumnae who established a tradition of service.

Helen Kirkpatrick Milbank '31 and
Florence I. Macdonald '32

May 30, 1978

Side 1 (blue)

Personal data.

The duties of a Secretary to the President and later also to the Board of Trustees.

Benjamin Wright as President

His impatience with passivity and with poorly informed supporters of proposals. The chief problems faced by him: financial difficulties and maintenance needs accumulated through the years of war stringency. His interest in inter-departmental courses, his concern for raising faculty salaries, his firm belief in the freedom of education, his encouragement of Honors work for more students.

The Wright family, including Janet, Smith '56.

Mr. Wright's handling of the case of the so-called "Communist" members of the faculty.

His work habits.

More on Miss Macdonald's duties as a presidential secretary.

Thomas C. Mendenhall as President

His work habits.

The good fortune of the College in having the very different temperaments of Wright and Mendenhall to deal with the special problems of their periods. One of Mendenhall's chief problems during the late 1960's was that of student revolt, which was common to most campuses at the time.

It reflected attitudes toward the war in Vietnam and Cambodia, as well as black minority pressures. Presidential patience and wit proved a great resource.

The Mendenhall family.

Town-gown relations.

Growth of the physical plant. Under Mr. Wright, Lamont House, Cutter and Ziskind Houses, and the Helen Hills Hills Chapel were built, and Wright Hall was begun. Under Mr. Mendenhall, the Clark Science Center, the Mendenhall Center for the Performing Arts, and the Fine Arts Center were built, and the Ainsworth Gymnasium was under way.

Controversy about the Fine Arts Center.

Side 2 (red) (after a long silence)

Controversies over the Ainsworth Gymnasium.
Cases of faculty member claiming discrimination because of sex or race.

Post-retirement activities of Miss Macdonald.

Five-College cooperation: HILC, the employment of physical plant workers, the planning of Hampshire College, intercollegiate course registration and transportation.

1500

Consideration of making Smith a coeducational college.
The Twelve-College Exchange of students for a semester or a year.
Mr. Mendenhall's teaching schedule.

Jill Ker Conway, the First Woman President of Smith
Her working habits. Her involvement in other organizations.

On Miss Macdonald's retirement, her work was divided between two people, one secretary to the president, the other secretary to the Board of Trustees. Reference to Annetta Clark, who served as secretary to five Smith presidents. The increasing pressures of the president's job.

Comment on interviewing by presidents of candidates for positions on the faculty.

Frona Brooks Rice '22, AM '34

June 6, 1978

Personal data for herself and for her mother and her aunt, both of whom were Smith alumnae.

Her undergraduate days.

President Seelye, Miss Jordan.

The flu epidemic (with reference to Mlle. Louise Delpit and Miss Edna Shearer).

The false armistice.

Her courses: art history (dropped for a reason she now thinks stupid), chemistry (Mr. James Stoddard), economics (Miss Esther Lowenthal), philosophy (Mr. Harry Gardiner), religion (Mr. Robert Smith), English (Mr. Richard A. Rice), government (Mr. Everett Kimball), history (Mr. Fay).

The Sessions House tradition of hunting for a secret hiding place of runaway slaves. The escape of her brother via a Sessions House fire escape.

Her activity in crewing.

A postgraduate year abroad with her mother and three sisters.

After her marriage and the birth of two children and a job in the Women's College of North Carolina University, she returned to Smith for an M.A. in education. (Her oral account conflicts with alumnae records which date the M.A. in 1934).

Reference to the better acquaintance with the faculty offered by seeing them in daily chapel and having frequent teas with them in their homes.

Her second marriage to Professor Richard A. Rice and her return to life in Northampton.

From 1939 to 1945, she was the academic head of a girls' school in Texas. Various incidents in connection with that school.

Her first marriage had dissolved before she returned to Smith as a graduate student. At that time, she took a job in the alumnae office and refers to the training in detailed planning of college events under Florence Snow.

Reference to the changing arrangements for financial aid and student social life.

An anecdote of Mr. Neilson.

Reference to the pleasures of contact with the faculty here and of her enjoyment of OBND.

Edna R. Williams, Professor Emeritus of English and Chair of the Foreign Students Committee, 1956-1959 and 1962-1963 June 13, 1978

Joan Bramwell, Associate Professor of English, Dean of the Class of 1981, and Chair of the Foreign Students Committee from 1963 to the present

Information regarding the speakers.

The first Committee on Foreign Students was established in 1919-1920.

Its policy was to incorporate students into the life of the College. Successive chairs and committee members have represented experience with different university systems and countries.

The two main considerations for admission of a foreign student are the adequacy of her preparation and whether the College offers what she needs and wants. A third consideration is to have the choice of foreign students represent a wide variety among countries. The number of students has usually been dictated by availability of funds from many sources.

The careful choice of the Committee and the high quality of the foreign students is reflected in their academic records and, for many, in subsequent careers. The average number of 50 to 60 fluctuates little. There are no quotas; race, religion, and politics are considered only in relation to the value that different backgrounds might offer to the student body. Contemporary world events have brought refugees from Hungary, Poland, Czechoslovakia, and Vietnam. In the last 20 years, there has been an increase in the number of students from Africa and Latin America, but more recently, the growth of nationalism and/or political disturbance has reduced this number. In recent years, the majority have come from East Asia, India and Sri Lanka, the Middle East, and Europe.

The contributions of foreign students to the life of the College are many. The faculty and American students profit from the differences in backgrounds, manners, and sensibilities. Alumnae groups as well as local church and civic groups enjoy having them as speakers or as guests.

The qualities sought in admitting foreign students are courage, independence, enterprise, and adaptability. Even in written applications an experienced committee member can recognize these qualities.

In late years, with fewer departments offering graduate work, the number of foreign graduate students has decreased. Earlier students had often come for only one year, chiefly to acquire fluency in English and acquaintance with English literature; some of them stayed on to earn a M.A. degree. In the last ten years, almost all foreign students have been degree candidates. Undergraduates are encouraged to come here as transfers from universities in their home countries in order to shorten the drain on the limited funds available for them.

The American Studies Program is described.

The later careers of a dozen or more foreign students are described by Miss Williams.

17

The service of foreign students to the Clarke School for the Deaf, and, as translators, to city businesses, the hospital, and police court has been considerable. In many cases, their fluency in English has been called into similar service on their return to their native countries.

Mention is made of Florence Mwangi, for whom the Mwangi Cultural Center is named.

About one-fifth of the foreign students find jobs and stay in this country.

For some, political change in their native country makes return impossible.

N.B. Miss Williams has given to the College Archives a fuller account of her experience with foreign students; her notes are available to anyone on application to the Archives.

Helen Rusell, Dean of Students, and Margaret Zelljadt, Dean of the Class of 1980
and Assistant Professor of German January 27, 1979

The early title of Warden was changed to Dean of Students in 1957. (Here there is a misstatement; there was no Warden until Mrs. Scales was appointed by Mr. Neilson in 1922.) Laura Scales '01 was followed by Alison Cook '18, then by Helen Russell whose successor, Wendy Winters, will combine concern for both the academic and the social welfare of the students under the title of Dean of the College. Probable advantages of the new arrangement.

Greater responsibility has rested with the student since Heads of House were supplanted by Head Resident Students during 1971-73. There is now an almost total lack of social regulations.

Consequences of issuing house-keys to students.

The appointment of Student Residents and the absence of a large number of juniors has limited the availability of good student government officers. For this and other reasons an effort is now being made to encourage spending the junior year at Smith. The current emphasis on career-planning appears to accompany a greater self-centeredness among today's students as compared with those of five or ten years ago. It is questionable that the level of maturity has risen to match the greater responsibility now carried by students.

Betty Baum, the first full-time counselor, was appointed about twenty years ago. The availability of, and readiness to seek, early counselling has tended to make student problems less serious than before.

Faculty members, especially younger ones, appear to be less available to students than before. This is due to the smaller number of single women on the faculty, the residence of a large number of faculty members at some distance from the campus, and the current pressure for jobs, and tenure. Possible remedies for this situation are under discussion.

The new block-schedule just adopted by the faculty leaves specific free time for athletics and extra-curricular activities.

Friedman House (student apartments) appears to be successful in its first year but a decrease in the number of students choosing to live in the all-senior house (Mary Ellen Chase) has necessitated opening it to juniors as well.

Ethical standards among the students in regard to the academic honor system, commitment to the college community, support of S.O.S. etc.

Faculty willingness to grant extensions for assigned papers creates problems for the administration.

Invitations to faculty members for dormitory dinners are less often issued or accepted; possible reasons for this.

The revision of the curriculum now under way will, it is hoped, create closer faculty-student relations and a more thoughtful choice of courses.

Less racial tension on the campus is reflected in the wide dissemination of black student among the dormitories, in adjustment to the different party hours preferred by blacks, etc.

THE ADA COMSTOCK SCHOLARS PROGRAM Eleanor Rothman, Assistant Director of the Ada Comstock Scholars Program, and three Comstock Scholars: Susan Donovan-Yarde, Lorna Machlachlan, and Phyllis Paige, all of whom will graduate in 1980.

Mrs. Rothman gives a brief history of the program up to the present group of 104 women ranging in age from 22 to 63. She then introduces the three Scholars each of whom describes her motives for entering the program and her experience in it.

Susan Donovan-Yarde, aged 37 and the mother of 2 children, is a theatre major and a poet.

Lorna Maclachlan is in her late 30s, a single parent of four children and a sociology major.

Phyllis Paige, aged 63, is the mother of three and the grandmother of five and is a music major and semi-professional singer.

The individual accounts are followed by general discussion of the Ada Comstock Scholars Program.

SERVICE ORGANIZATIONS OF SMITH COLLEGE (S.O.S.) Rita Wilkins, Director of Voluntary Services, and Susan Harris '79, Chairman of S.O.S. April 4, 1979

S.O.S., a combination of two previous organizations, was established ten years ago. Its two chief functions are service to a wide community and fund-raising for charitable purposes. Approximately 600 students participate in its voluntary services. It also raises funds to make it self-supporting except that the college pays half of the director's salary and insurance on the S.O.S. cars. It has an annual budget of about \$40,000.

Services include tutoring of children, dealing with battered women, bloodmobile, recreation and entertainment in hospitals, nursing and retirement homes, reading or taping for those with vision handicaps, work with retarded children at Belchertown school, with inmates of the local jail, Scout Troop, Big Sister program, Hispanic Community, occasional translating in hospital or court, and various special services. Though not affiliated with religious groups S.O.S. often provides services on request from them and has a very close relationship with the Chapel staff and Council. (For both services and fund-raising references scattered throughout the tape are here combined.)

Fund-raising projects include Sophia's Circus, International Student Day, bake sales, Coffee Klatch in Seelye basement, a 3-mile road race, Christmas Toy Fund, dance marathon, walkathon, mini-bazaar, print shows. Funds raised for charity go to any organization of the donor's choice and represent about \$10,000.

Five vans, owned by S.O.S., afford transportation. The average student volunteer gives two hours a week to service. The trend in services is toward advocacy projects rather than legislative activism. S.O.S. programs in services and in fund-raising offer valuable experience, sometimes career training. Susan speaks of valuing her acquaintance with many administrators of local agencies. There is comment on the changes in student philanthropy over the years.

The structure of S.O.S. is described--house representatives, executive board etc. It is one of a very few such collegiate organizations which is self-supporting. Mrs. Wilkins refers to the value of participating in conferences of similar groups and in other colleges. Many other colleges, unlike Smith, give academic credit for voluntary service. Herself soon to retire, she speaks warmly of her pleasure in her job.

S.O.S. has invited a group of college and community people to act as resource counsel and make contact with the community.

There is a reference to an account of S.O.S. in a recent "Letter from Smith".

PHYSICAL EDUCATION Martha Clute '48, Associate Professor of Physical Education and Director of Athletics, and Caryl Newhof M.A. '51, Associate Professor of Physical Education
May 16, 1979

Curriculum vita of the participants.

In 1948 the department had a required instructional program and a strong intramural athletic program. Dorothy Ainsworth, Chairman, had a great influence on both staff and students until her retirement in 1960. She often involved the staff in her extra projects and her parties were a significant part of departmental life. When Helen Russell left the department to become Warden in 1954 her loss was deeply felt. The required program of 3 hours during each of the first two years of college is described.

Jane Mott succeeded to the chairmanship.

Changing attitudes of both faculty and students were reflected in a revision of the college curriculum. In 1970 the requirement in physical education was limited and in 1974 abandoned altogether. (Reference to the "C.E.P." is to the college committee on educational policy.) The consequent loss in student registration stimulated staff effort and new programs in Physical Education.

Renovation of the old Scott gymnasium and the building of new facilities were undertaken and in 1977 their opening was celebrated by the whole college plus many personal and professional friends of Miss Ainsworth (for whom the new building was named). Miss Ainsworth died in 1976.

An experimental intercollegiate program in 4 sports was begun in 1971 on a miniscule budget. Now 12 or 13 sports are involved. Support of the administration and faculty reflects a general change. More students now enter college with good training in sports; they wish to pursue these sports in a college that offers intercollegiate play between equally qualified players. The department has the cooperation of the Admissions Office in seeking scholar-athletes.

Smith is a member of NIAC (Northeastern International Athletics Conference) as well as of AIAW, a national organization of Women's Athletics, which sets standards and regulations. Smith belongs to Division 3. Division 1 can offer full scholarships whereas Division 3 can offer at most \$50. Intercollegiate competition at Smith has been damaged by the absence of many juniors on transfer to other institutions for the year. Solutions are proposed in an effort to have greater continuity in team membership. Smith generally limits its intercollegiate games to institutions which are no more than a 2-hour drive from the campus.

With abandonment of a requirement in physical education there were not enough students in the instructional program to provide adequate classes for the practice-teaching of graduate students. A new arrangement offers two "tracks" to graduate students in the field. One offers practice-teaching experience in coaching sports. The other puts more emphasis on science and on laboratory and training work. Through the effort of Mrs. Conway a laboratory has been provided and equipped in the new facility. Here a trainer treats injuries in consultation with the Infirmary and offers preventive training.

The organization and activities of the Student Athletic Association are described. In addition to teams sponsored and coached by the department there are "Clubs" of a more social nature in connection with other sports such as skiing and, currently, Rugby.

THE TEACHERS' BUREAU, VOCATIONAL OFFICE AND CAREER DEVELOPMENT OFFICE Alice N.
 Davis '30, Director of the Vocational Office 1947-1972 and Mary Albro '36,
 Director of the Career Development Office 1972- August 14, 1979

The speakers introduce themselves.

President Burton is quoted in support of a vocational office at the college.

Before 1908 this was "The Smith College Teachers' Bureau" conducted by a group of faculty members. In 1926-27 the Bureau became a division of the Personnel Office, but in 1929-30 an independent Vocational Office was set up under the direction of Marjory Porritt Blackall '21. At this time approximately 27 different vocational opportunities were open to women graduates as compared to six for the early graduates when teaching was the dominant vocation and \$500 was considered a desirable salary. Now opportunities are many and greatly varied and, regarding salary, one graduating senior of 1979 was offered a salary of \$18,500.

Both speakers acknowledge their debt to the Vocational Office in connection with several jobs.

The work of the office has changed continually in response to the opening of new fields, the depression of 1930, two wars, social and political change. The Women's Movement stimulated a desire for careers and hence a move to graduate schools. Four- and five-college coordination has also involved the Vocational Office.

A reaction from the troubled protests of the sixties was reflected in a greater desire of students for employment in a field of social concern (law, environmental studies, etc.)

The change of name from Vocational Office to Career Development Office in 1976-77 was made in response to the prevailing narrow definition of "vocational" and to the needs of alumnae who, when their children were old enough, wanted to embark on a different career. For such alumnae programs have been offered on the campus providing information and counselling on careers.

Students are now eager for undergraduate experience of meaningful work in the field of a possible career. To this end three-week internships are offered during the January interterm by arrangement with various employers. An alumnae network is very helpful in making these arrangements and in providing specific information about less familiar careers.

Smith College has made a noteworthy contribution to the Eastern College Personnel Offices organization, having supplied it with five presidents (our three directors and two assistant directors). The ECPO membership includes employers as well as placement officers. Its function is to improve relations between employers and academic institutions and to set up a code of ethics for recruitment.

Both the interterm internships and other programs enlist underclass students now; this reflects both their interest in making a knowledgeable choice of career and a decrease in the number of early marriages.

AUTOBIOGRAPHICAL ACCOUNT BY MR. ELIOT Samuel A. Eliot, Professor emeritus of Theatre, and Elizabeth Hatch, Actress, Dancer, Theater Critic February 18, 1979

Born 1893. In early childhood began his life-long interest in both birds and theatre. Early participation in Shakespeare productions. After graduation from Harvard in 1912 he went to Germany where his uncle, Professor George Baker, introduced him to German performances of Shakespeare and to Max Rhinehart productions. He spent the winter of 1913 in Munich then went to Venice, Rome, Naples, Pompeii Paestum, and after a week in Paris went to England.

He was in Stratford by late April where he met Drinkwater and took part in some plays. In June he was in London and took part in the funeral procession for the suffragette Emily Wilding Davison. He was invited to join the company headed by Sybil Thorndike and toured with the company to Carlisle and Liverpool.

Here he recited the speech of Mark Antony from Julius Caesar which begins; "O pardon me, thou bleeding piece of earth!"

He returned to the U.S. in November and spent the winter at home in Cambridge writing The Organic Theatre, an exposition of his ideas regarding the training of actors.

In August 1914 he joined the staff of The Little Theatre in New York, working with Winthrop Ames and Guthrie McClintock. His job was that of reading and judging submitted play Mss. Later he joined George Cook and Susan Glaspell in producing and acting in the Washington Square Playhouse.

In 1915 he was invited to become the first director of the Little Theatre in Indianapolis and produced three plays there.

In 1918 he was rescued from his war job with an investment firm by President Neilson's invitation to Smith to teach the courses normally taught by Mr. Lieder and Mr. Withington who were then serving in the armed forces. He taught English drama and playwriting. Later, no longer a substitute member of the faculty, he taught courses in play-production and in forms of the drama, including Asian forms.

A volume of plays written by his students, Plays of Smith College Theatre Workshop, was published, financed by Dorothy Butts '21.

As director or as advisor he was involved in the following productions:

1919 The Yellow Jacket (senior play)

1920 The Merchant of Venice In this year the Dramatic Association was organized and established a practice of producing a fall and a Commencement play each year.

1921 The Devil's Disciple and False Gods

1922 The Winter's Tale

c.1922-c.1926 Mr. Eliot worked on weekends with a group of Smith alumnae who were organized in a Studio Theatre in New York. There is reference to Mr. Eliot's co-direction of performances by Edith Burnett's dance group, including a performance of Monteverde's Tancredi e Clorinda.

1923 The Black Masquers, with music of Roger Sessions, conducted by the composer.

1924-26 Senior plays were directed by Lizbeth Laughton.

1925 Much Ado About Nothing with Cheryl Crawford in the leading role.

1926 The Faithful (Masefield)

The Taming of the Shrew

Sakuntala, given outdoors behind the President's hours.

1927 Beau Strategem

1928 Androcles and the Lion

1929 King Lear's Wife

Four scenes from Twelfth Night done in four different styles.

1933 A composite of Falstaff from all the plays in which he appears.

1935 Servants and Masters (Goldoni)

1938 He directed a Smith group which took part in a play-tournament in Boston.

Professor Peter Rowe and Professor Leo Weinstein January 18, 1980

THE GOVERNMENT DEPARTMENT

Each speaker introduces himself with a brief outline of his academic training and experience before coming to Smith (Mr. Weinstein in 1952, Mr. Rowe in 1959). The growth of the departmental staff from six members in 1952 to the current eighteen is described. The curricular balance between political philosophy and comparative government is likened to that of Harvard. Student interest has consistently made government one of the most widely elected majors. Two important early figures in the department were Everett Kimball and Alice Holden.

The development of the department has reflected that of both political science and social change in the U. S. Student interest has shifted in response to disillusionment following the Vietnam war, economic considerations, and a stronger interest in preparing for a career. The possibility of a career in law, medicine, economics or other service-oriented positions has increased the election of courses related to them and has widened participation in campus political and international-relations organizations.

Three departmental internship programs are described, one in Northampton city government, the others in Washington, D. C. The nine-month program in Washington is a particularly valuable bridge between college and career. The help of professional alumnae in placing the interns, and of non-professionals in finding housing etc. is gratefully acknowledged. Frequently high officials have shown reliance on the maturity and discretion of Smith interns by admitting them to private hearings; on one occasion material collected and summarized by two interns was used at a White House conference.

Professor Gwendolen Carter was an important force in developing international studies. Courses were introduced not only in her own field of Africa but also in areas of the Middle East and Asia. Offerings in comparative government were likewise expanded. The five-college organization contributed to this development and its program of inter-faculty seminars was especially valuable.

Early in the 1940s Smith began to offer a junior year program in Geneva with an emphasis on international relations. Government majors were also included in other European junior year groups from Smith. High language and other prerequisites made it possible for them to do advanced work at foreign universities and institutes. Alan Burr Overstreet's contribution to the effectiveness of these programs is acknowledged. The benefit of the junior foreign year is demonstrated in the maturity and cosmopolitanism of the students who participate in them. The development of new media and consequent social change have also contributed to independence of political thought among students in general.

Smith usually has student participants in the annual conferences at West Point and Annapolis where differing points of view are debated.

In the late sixties questions about government policy and academic action in response to it were a part of the tension on the Smith campus as on most others. Another source of tension, Israeli-Arab relations, made difficult the staffing of department positions in the field of Middle-East Studies.

Expansion of studies in international relations has stimulated the provision of courses in the less familiar languages such as Russian, Chinese, Arabic.

The Neilson Library is spoken of with enthusiasm. Apprehension is felt for it regarding the effect of inflation.

Recent change in recruiting methods of the college has resulted in a Government Department staff of more widely diversified backgrounds.

Professor Phyllis W. Lehmann and Professor Elliot Offner January 24, 1980

THE ART DEPARTMENT

The speakers introduce themselves and then trace the study of art at Smith from its beginning with reference to the following:

President Seelye's belief in the value of a strict discipline in the arts.
John Niemeyer, first head of the "art school."
The Hillyer Gallery (1882) and Mr. Hillyer's second gift of endowment for the purchase works of art.

Alfred Vance Churchill, teacher of the history of art and later, director of the Tryon Art Gallery.

Dwight W. Tryon, teacher of painting, director of the Hillyer gallery and in 1925 donor of the Tryon Gallery.

Clarence Kennedy, teacher of the history and practice of architecture, of Italian Renaissance art, and later of photography and book arts.

Ruth Wedgwood Kennedy, teacher of Italian Renaissance art and co-director with her husband of a Smith graduate program in art abroad, and of summer programs in Italy for Smith undergraduate art students.

The Cantina Press.

Oliver Larkin, teacher of drawing, painting, and the history of American art; himself a painter, stage-designer and puppet-maker.

Phyllis Lehmann, archaeologist, teacher of Greek and Roman art, and, for a few years, of medieval art; later, jointly with Mrs. Kennedy, teacher of a course on the relation of the antique to Renaissance art; Dean of the college 1955-60.

Robert Harris, teacher of medieval art.

Eleanor Barton, teacher of baroque Italian art and of northern art.

William MacDonald, teacher of architectural history and of Roman art.

Henry Russell Hitchcock, teacher of the history of architecture.

Helen Searing, teacher in the same field.

James Holderbaum, teacher of Italian Renaissance art, twice director of the Smith Junior Year in Italy, and several times director of summer programs in Italy for Smith art students.

Alphonse Vorenkamp, teacher of Flemish, Dutch, and German art.

Jay Richard Judson, teacher in the same field.

Charles Talbot, also in the same field.

Karl S. Putnam, teacher of architecture and designer of many local buildings.

Peter Garland, successor of Putnam.

Priscilla Van der Poel, teacher of the history of modern painting.

Jaroslav Leshko, her successor in teaching modern art.

Charles MacSherry, teacher of oriental art.

Marylin Rhie, his successor in this field.

Comment on the healing of a long standing breach between the historical and the studio divisions of the department.

Unusual aspects of the department include: 1) the staffing Art 100 by specialists in each field or period; 2) the seminars offered in nearly all fields, giving students opportunity for individual scholarly work on an advanced level; 3) the slide collection of unusual size and quality and the provision of professional slide-operators for class lectures.

The quality of the art department is reflected in the popularity of the art major, in the fact that two of its members were Nielson Professors and five have been chosen to give the annual Engel lecture; also in the gift of two funds in honor of Mr. and Mrs. Kennedy - one for the purchase of books, slides, and photographs, the other to endow a visiting professorship in Renaissance studies. Four special exhibitions with symposia have also been representative of high quality.

(Side 2 of the cassette, after a long pause)

David Huntington, teacher of English art and especially of American art.
The circumstances of Mr. Offner's coming to Smith.

Mervin Jules and George Cohen, both painters, and directors of the basic studio course.

Leonard Baskin, teacher of graphics, painting, sculpture and book arts.

Elliot Offner, teacher of design, then of sculpture, calligraphy and book arts.

A collection of rubbings of Renaissance letters, Ruth Kennedy's gift to him, has been particularly useful in teaching lettering.

Randolph Johnson, teacher of sculpture.

A. Lee Burns, teacher in the same field.

Baskin's Gehenna Press, the student Apiary Press, its successor The Smith College Student Printing Office, and Offner's Rosemary Press.

New studio courses followed off-campus trends. Silk screening was taught by David Stokes, lithography by Gary Niswonger. David Batchelder reintroduced work in photography and was succeeded in this field by Peter Johnson and most recently Chester Michalik.

Edward Hill taught painting, drawing, and lithography.

Ruth Mortimer, curator of rare books, teaches a seminar in the department on the history of the book. Charles Talbot offers a related one in the history of book-illustration.

The professionalism of the art faculty has stimulated a career interest among art majors a few of whom are mentioned. Student interest now appears to be about equally divided between the history of art and studio work.

Warm appreciation is voiced for the quality and usefulness of the art library.

THE COLLEGE HEALTH SERVICE

The speakers describe their professional training and experience.

When Dr. Joseph succeeded Dr. Elizabeth Grimm as Director of Health Service the medical staff consisted of Dr. Mary Brown, Dr. Herman Edelberg, Dr. Eileen Edelberg, and Dr. Marjorie Roach. The doctors' offices and outpatient services were then in Gateway House far from the Infirmary, the laboratory and x-ray at 69 Paradise Road.

In 1969 the doctors' facility was moved to the Infirmary.

Dorothy Huey (Smith '26) B.N. Yale '31, director of the Infirmary, contributed much to the development of the Health Service. The need for a college infirmary was met in 1919 by the building of the Mason Infirmary. In 1941 when Smith was host to the Waves officer training school, the Navy paid for an expansion of the building and equipment.

The concept of health service has changed. In the early years students with serious problems were sent to the Cooley Dickinson Hospital or to their homes. Later, with the cooperation of a large group of unusually well-qualified local specialists, and when advisable, referrals to Boston facilities, our students have been very well cared for. Dr. Helen Pittman, Smith 1921, a Professor at Harvard Medical School and a staff member at Massachusetts General Hospital has been especially helpful in connection with Boston referrals.

The average number of Infirmary patients per year has declined from about 1600 in the 1930s to about one admission a day currently. Reasons for the decline include greater specificity of problems and treatments, the use of antibiotics, the discouraging of needless use of the Infirmary, and greater competence of students to deal with minor illness themselves. Since class attendance is no longer required, students living fairly nearby tend to go home to recuperate from minor illness; this tends to prolong absence from class.

Rising costs have caused the administration to seek ways of lessening the expense of the Infirmary.

In 1945 the Infirmary was licensed as an accredited hospital. This allowed it, when student needs were met, to accept faculty, and later, staff members, and to accept health insurance payments for their care. Accreditation requirements were not always suited to student age groups and they raised the cost beyond the income from insurance payments. This led to a decision to abandon accreditation and, eventually, to close the Infirmary.

There was consideration of using the Infirmary as an extended care unit for local post-operative patients but the plan was not feasible.

There is ironic comment on the fact that currently students who jog or engage in sports are reluctant to walk the distance to the Infirmary. Generally the student group is more sophisticated than before about health, having read, taken courses, or learned from TV programs. Their interest in peer-group counselling or gynecological matters has disappeared. They come for care but want it to be professional.

The medical staff considers health education very important even if occasionally it counters the opinion of family doctors. A chief concern also is to adapt to social change and to the shifting interest of students.

The current enthusiasm for competitive sports and physical fitness which makes some students strive to the limit of their endurance has resulted in an increasing number of injuries. Student interest sometimes creates problems as when they asked for contraceptives counselling which is illegal in Massachusetts. Their request was partly met by lectures on sex education, by provision of relevant literature and the doctors' willingness to listen and offer general counsel. A major current problem is that of noise in the dormitories which must be self-regulated.

The one change Dr. Sumerson would like to see in the health program is the establishment of a health facility in a more central site on the campus. Dr. Joseph suggests that this report would be more complete if it included an addendum from some member of the non-medical counselling staff.

Lawrence A. Fink, Professor of Education and Child Study and Coordinator of the School, and Francis L. Gougeon, Chairman of History and Social Studies in Northampton schools and Director of the school. May 25, 1980

THE NORTHAMPTON-SMITH COLLEGE SUMMER SCHOOL

Professor Fink came to Smith in 1963. In addition to his college teaching he was appointed coordinator of the Northampton-Smith College Summer School. Francis Gougeon has been its director since 1970.

The school was founded by Professor Clifford Bragdon, then a member of the city school board, who enlisted the support of William S. Barry, then superintendent of schools, and that of President Mendenhall to establish a summer school which would offer high school students both remedial and enrichment courses and at the same time offer to prospective teachers opportunity for further training under the guidance of an experienced staff. For many years since the first session in 1961 the school has had approximately five hundred students, thirty-five to forty teachers, and an equal number of graduate student interns. In 1970 the program was expanded, the distinction between remedial and enrichment courses was dropped and some recreational courses were added.

The school is supported by a modest tuition fee and subsidies from both the school board and the college. Rising costs have forced an increase in the tuition fee from the original twenty-five dollars to the current sixty, but financial support is a continuing problem. In 1975 a strong argument cutting the school board subsidy was provided by the objective evaluation of outside observers who rated the school as one of high quality.

Throughout its twenty years the school has had the total support of the three successive superintendents and the two college presidents. With their encouragement the school now includes not only children from the third grade through the high school but some adults as well and plans for the future anticipate more adult and elderly adult enrollment. A previous attempt to meet adult interests through evening sessions was successful educationally but was not self-supporting financially and was dropped.

An offshoot of the summer school has been the arrangement whereby high school students who are considered qualified by their teachers and the principal are permitted to take courses at the college during their senior year.

The student body draws from many area schools and some out-of-state ones and is more diverse culturally than the usual winter group. The faculty is also a diverse and strong one and the intern group draws from graduates of many distinguished institutions. Their experience here usually qualifies them for certification in their discipline and most of them go directly into teaching. The approximately one-to-one ratio of teachers to interns promotes very good working relations.

The twenty year span of successful operation and continuous adapting to changing needs appears to promise a long continuance for the school.

Lawrence A. Fink, Professor of Education and Child Study and Coordinator of the School, and Francis L. Gougeon, Chairman of History and Social Studies in Northampton schools and Director of the school. May 25, 1980

THE NORTHAMPTON-SMITH COLLEGE SUMMER SCHOOL

Professor Fink came to Smith in 1963. In addition to his college teaching he was appointed coordinator of the Northampton-Smith College Summer School. Francis Gougeon has been its director since 1970.

The school was founded by Professor Clifford Bragdon, then a member of the city school board, who enlisted the support of William S. Barry, then superintendent of schools, and that of President Mendenhall to establish a summer school which would offer high school students both remedial and enrichment courses and at the same time offer to prospective teachers opportunity for further training under the guidance of an experienced staff. For many years since the first session in 1961 the school has had approximately five hundred students, thirty-five to forty teachers, and an equal number of graduate student interns. In 1970 the program was expanded, the distinction between remedial and enrichment courses was dropped and some recreational courses were added.

The school is supported by a modest tuition fee and subsidies from both the school board and the college. Rising costs have forced an increase in the tuition fee from the original twenty-five dollars to the current sixty, but financial support is a continuing problem. In 1975 a strong argument cutting the school board subsidy was provided by the objective evaluation of outside observers who rated the school as one of high quality.

Throughout its twenty years the school has had the total support of the three successive superintendents and the two college presidents. With their encouragement the school now includes not only children from the third grade through the high school but some adults as well and plans for the future anticipate more adult and elderly adult enrollment. A previous attempt to meet adult interests through evening sessions was successful educationally but was not self-supporting financially and was dropped.

An offshoot of the summer school has been the arrangement whereby high school students who are considered qualified by their teachers and the principal are permitted to take courses at the college during their senior year.

The student body draws from many area schools and some out-of-state ones and is more diverse culturally than the usual winter group. The faculty is also a diverse and strong one and the intern group draws from graduates of many distinguished institutions. Their experience here usually qualifies them for certification in their discipline and most of them go directly into teaching. The approximately one-to-one ratio of teachers to interns promotes very good working relations.

The twenty year span of successful operation and continuous adapting to changing needs appears to promise a long continuance for the school.

42.

dups in 90, AP
Hist

THE ALUMNAE ASSOCIATION Gertrude Ridgway Stella '37, Executive Director of the Association 1964- and Ruth Jeffers Wellington '45, President of the Association 1975-1978 March 5, 29, 1981

The speakers introduce themselves.

The Alumnae Association (hereafter referred to as "A. A."), founded in 1881, incorporated in 1913, is an autonomous, tax-exempt organization. From its beginning concern for the college has been reflected in gifts; now 80% of the campus buildings represent alumnae gifts.

Expanding membership required a professional staff and in 1907 Florence Snow '04 was installed as General Secretary, serving until 1949.

The Alumnae House was opened in 1938; its functions and management are outlined. In 1907 Alumnae Council replaced a smaller group. There is comment on its organization and on its value to the college and alumnae.

Since 1880 alumnae have been elected to the college Board of Trustees by democratic procedures.

Since 1901 membership in the A. A. has been open not only to the 37,267 graduates but to all who were students at the college - 50,892. Current membership numbers more than 19,000. The Student Aid Society was founded in 1888-1889 by non-graduates.

The Alumnae Register, begun in 1888 and now published every three years, and the Alumnae Quarterly serve to keep alumnae in touch with the college and with each other. The first issues of the Quarterly were published by a small group of alumnae in 1909. Edith Hill '03, served as editor from 1910 to 1938. Her five successors are named.

The Grecourt Gates, built in 1924, commemorate the service of the Alumnae Relief Unit in France during and after World War I. In World War II alumnae purchased and staffed three mobile canteens for British aerodromes, and organized a War Service Board which helped to place qualified alumnae in relief work. They also collected large amounts of clothing and supplies for relief in Greece and France.

Boston established the first Smith Club in 1887. Today there are 111 in the U. S., 4 abroad, and 23 smaller informal groups. Their widely varied projects have raised money for scholarships annually (in 1980 \$351,797). They have also been active in finding and encouraging qualified candidates for Smith both in the states and abroad. This last activity has a full-time coordinator in the Admissions Office. The clubs offer hospitality to foreign students and to other groups or individuals with special interest in a particular place. In cooperation with the Career Development Office they participate in the January Interterm Internship program and have established a country-wide Career network.

Alumnae financial support is vital to a college with a relatively small endowment. The development of the Alumnae Fund is traced and the roles played by the Sophia Smith Associates and established in 1912; class reunion gifts.

In reference to the annual meeting of the A. A. on Ivy Day and to the parade which precedes it several innovations are planned for this centennial year. Also in celebration of the anniversary are eight panels in different cities dealing with "Choices of Women," a compilation of alumnae profiles, publication of the Smith Centennial Cookbook, etc.

The A. A.'s interest in continuing education is reflected in its own Alumnae College begun in 1933 and in a four-year experiment with a Five-College Alumnae College, as well as in Smithmobiles.

The A. A. Board of Directors has 15 members including one alumna faculty member and one student and it meets three times a year. Reflecting social change, its membership, once predominantly volunteers, is now largely composed of working women, many of them professionals. Committee assignments likewise have changed in response to new needs.

The contention which arose over the proposed razing of the Alumnae Gymnasium demonstrated the strength of alumnae opinion and the usefulness of Alumnae Trustees in interpreting it to the college Board of Trustees.

Side Two of the Tape

The development of the A. A. Travel program begun in 1977 is described. They have involved more than 1200 participants and brought \$32,000 to the Alumnae Fund. Life memberships (now \$400) have been invested consistently ensuring a considerable annual income. Annual membership dues make it possible to give the entire annual Alumnae Fund to the college except for the expenses of the Alumnae House and fund-raising.

Ruth Wellington comments on the effectiveness of the A. A. staff and pays warm tribute to Trudy Stella, announcing the forthcoming award of a Smith medal to her at the annual meeting this year. Her three predecessors following Florence Snow are named with particular comment regarding Katharine Cowen and Frances Copeland.

The functions of the staff members, now numbering 22, are described.

The loyalty and competence of Smith alumnae are noted as are the friendships engendered in their cooperative efforts for the college.

THE M.A. PROGRAM IN ITALIAN ART DIRECTED BY PROFESSOR AND MRS. CLARENCE KENNEDY,
DESCRIBED BY AGNES MONGAN Agnes Mongan, B.A. Bryn Mawr '27, M.A. Smith '29,
curator, then assistant and associate director of the Fogg Museum at Harvard
June 5, 1981

Miss Mongan describes in detail the rigorous training she received in the history of Italian art from Clarence Kennedy who taught at Smith from 1916-1960 and his wife, Ruth wedgwood Kennedy who shared his teaching both at Smith and abroad.

With four other young women graduate students Agnes Mongan began a year's study in September, 1927, in Florence. For three months they studied works of art in Florence and other towns of middle and southern Italy. After spending individual holiday vacations they met in January in Paris where, for the next three months, they worked in the Louvre. Here emphasis was laid on acquiring expertise in determining the state of a painting, whether cleaned, repainted, etc. They also met for discussions at the homes of various French scholars and visited the Dreyfus and other great collections.

In March they spent a week in London where again they had discussion with distinguished scholars. From London to Bruges, Ghent, Brussels, Berlin, Dresden, Prague, Munich, and to Vienna where they were able to see private as well as public collections. May was spent in Venice and other northern Italian towns. The year ended in written and oral examinations by six Italian scholars and the completion of a thesis.

Miss Mongan tells of her further training under Professor Sachs at Radcliffe, her problems with curricular and anti-feminist red tape, her subsequent jobs in cataloguing drawings and eventually her curatorship at the Fogg.

She refers to Clarence Kennedy's photography of sculpture which was greatly admired by such connoisseurs as Ansel Adams. She stresses the fact that in his teaching Professor Kennedy's emphasis was on learning to see and to be knowledgeable about seeing and enjoying works of art. She comments on the contrast between his approach and that of Mrs. Kennedy's extremely well-organized discussion.

THE WILLIAM ALLAN NEILSON LIBRARY Mary Millward Ankudowich '39, Librarian of the
Werner Josten Library of the Performing Arts; Ruth Richason Richmond '36,
Department Head of Accessions and Gifts, Retired 1979; Emma Kaplan, B.S., New
York University, Assistant Reference Librarian, Retired June 25, 1981

The speakers introduce themselves and, following the above order, each tells of her experience in the Neilson Library. On side B there is general discussion of several topics.

Mary Ankudowich worked in the library as an undergraduate and in 1939 became a staff member. Later she moved to the music library and eventually became its head. She refers to Amelia Tyler '11, Mary Dunham, Jessie Dyde, Carolyn Burpee '08, and Alfred Einstein and comments on the early location and equipment of various library departments, the unusually early establishing of a separately housed and directed music library, and the acquisition of the Philip Hale collection.

Ruth Richmond joined the library staff in 1942. In addition to mention of Miss Dunham and Miss Tyler she refers to Margaret Storrs Grierson '22, Harriet MacPherson, Margaret Johnson, Virginia Thompson Rogers '20, and Richard Harwell. She comments on the early scarcity of typewriters and telephones, the disposal of duplicate books, the annual book sale, a survey by outside librarians, the 1968 reorganization of the formerly independent music, art and science libraries which made them sections of the Neilson library, the addition of a bibliographer to the staff, and the role of the faculty in ordering books.

Emma Kaplan had been a social worker but she acquired a library degree after she began work at Smith. At first (1950) she worked only part-time in several capacities but eventually became the assistant reference librarian. She refers to Dorothy Hammell, she mentions the use of high-school boys to shelve books, the "strict regulations" of the library routine, and peaceful moments in the "little chapel" of the north wing. She comments on the change in faculty attitude which allowed the reference staff to acquaint students with bibliographical sources and the use of the library. She herself participated in making special subject bibliographies; these confirmed her awareness of the Neilson's rich collections and of the less well-known manuscript resources of the Sophia Smith Collection.

SIDE B (There is a silent pause for the first five minutes of this side.)

There is general discussion of the following:

1. Salaries and retirement arrangements
2. HILC (Hampshire Inter-Library Center. Established 1951, dispersed 1979)
3. The influence of individual faculty, of curricular change, and of shifts in student interest on the growth of the Neilson collections. In this connection President Neilson, President Mendenhall, Professor Vera Brown Holmes and Professor Marine Leland are mentioned.
4. The growth in library staff which made possible greater effort to provide orientation and bibliographical services for students.
5. Wider employment of students as library aides and encouragement of especially good ones to consider a library career. Mentioned in this connection are Ruth Mortimer Lancaster (now Curator of Rare Books) and Elizabeth Gallaher von Klemperer (now Professor of English).
6. The dearth of teaching jobs which led many young Ph.Ds to acquire a library degree and enter the profession.
7. The in-service training offered to a group of staff members by Harriet MacPherson.
8. The great enrichment of the Neilson Library by gifts from alumnae and other friends of the college.

College Librarians

Mary Gorham 1879, Registrar and Librarian	1890 - 1907
Josephine Clark 1880	1907 - 1920
Mary Dunham	1920 - 1942
Harriet MacPherson	1943 - 1948
Margaret Johnson	1948 - 1949 (Acting Librarian)
Margaret Johnson	1949 - 1968 (Librarian)
Richard Harwell	1968 - 1970
Alice Hastings	1970 - 1971
Billie Bozone	1971 -

Particular staff members

Caroline Burpee 1908	February 1919 - July 1950
Elsie Riley Converse	September 1925 - December 1947
Jessie Dyde	Fall 1935 - June 1945
Margaret Grierson	1940 - 1965
Mary Elizabeth Murdock	September 1970
Edwina Pearson	July 1929 - July 1968
Katherine Roberts Kridl	1927 - 1949
Amelis Tyler 1895	1911 - 1943
Virginia Rogers 1920	1943 - 1965
Dorothy Hammell	1949 - 1952

Recollections of Virginia Rogers '20, First Assistant, then Head of the Circulation Department, 1943-1965

I LOVE LIBRARIES

When I graduated from Smith in 1920, I had no idea that in 1943 I would be going back to the Smith College Library as Head of the Circulation Department. But it did happen - and I will relate some of the preliminary events. In the 1930's, married, with 2 children and the Great Depression, I decided to go to work. Husband's real estate business was nihil. I tried work at B. Altman's in New York, first in the Comparison Office where I did rather well, then in selling where I was soon "fired." (The dictionary has it "Informal: to dismiss from a job.") Then Caroline Ulrich, a friend of the Rogers family, and Chief of the Periodical Department at the New York Public Library had an opening there and hired me. After several months trial she suggested that I join the New York Library Club, apply for their scholarship and if successful, get a degree in Library Science. Pratt Institute Library School accepted me, and later, when I had gotten my degree (and permission from Miss Ulrich) they hired me as Head of their Circulation Department. I worked at Pratt for 2 years.

In the Spring of 1943 when Smith was having retirements and changes in personnel at the library, I had a call from a Columbia University librarian, Harriet MacPherson, about to take the position of Librarian at Smith. She asked me to meet her for an interview regarding the position of Head of Circulation. We had lunch together and parted with the agreement that I would hear from her. An anxious period followed until one happy day I received a telegram from President Davis asking me to come to Northampton, to his office. The result was very favorable. My husband and I started house-hunting and found a fine apartment on South Street.

At this point I must bring out the "GREATS", or famous people I encountered. As guests of the college, we were housed in Ellen Emerson. The guest book had signatures of many distinguished people. As I read down the list, I had great doubts about the Rogers' eligibility for signing! After all, we were not in the class with Marie Curie and Andre Maurois! However, I did meet one "GREAT" in the flesh, someone whom I really knew and had worked for - Albert Blakeslee. His wife, Margaret Blakeslee, S.C. 1906 was a founding member with Susan Homans Woodruff '90 and me of the Long Island Smith Club. During one of the summer vacations I was living in Huntington near the Blakeslees and worked a few weeks as a substitute secretary for Dr. Blakeslee at the Genetic Experiment Station at Cold Spring Harbor. I knew the Blakeslees had moved to Northampton in 1942. They were living in a house just across the street from Ellen Emerson. I walked over to their house, the door was open. I rang the bell and when someone answered from top of the stairs, I looked up and saw Margaret Blakeslee! Surprised, she exclaimed, "Why, VIRGINIA, what are you doing here?" I told her of my library position and we rejoiced together and were friends until her sudden death in 1947.

Another "Great" whom I may claim to have known was David Mitran of the London School of Economics who came to Smith in the 40's for one semester as a Neilson scholar. He was given an office in the library. Unfortunately, he slipped on the ice outside of College Hall and broke a leg. One day he came to the Circulation Desk to ask about the possibility of his having access to the pool where he could swim and exercise his leg. We got him in touch with the proper department who arranged an afternoon program, without students, and he was very pleased. In the library, we had the book material he needed delivered to his office.

Mitrany was very grateful for our help. When he returned to England, he sent a charming little book WILD FLOWERS OF THE CHALK by John Gilmour, 1947. In 1970, I was visiting in Oxford. My hosts drove me down to call on the Mitrany's who lived nearby.

An important personage whose visits to the library we cannot forget was Charles Lindbergh. The Loan Desk was always notified in advance of his coming and that it must be kept secret lest students and others might crowd around him. The librarian, Margaret Johnson, ordinarily met him at the front door and had a janitor ready to help carry his parcels of family records (Morrow and Lindbergh) to the basement where they were stored. On one of his visits Margaret had to be away so she instructed me on the right procedure! Our head janitor and I were in the right place at the right time in the front lobby and Charles Lindbergh was "right on the minute." He shook hands with the janitor at the door and then with me, and received the keys to the vault. He was very appreciative of our help, thanking us as he left the library.

Now, having told you about the great ones with whom I came in contact during my years at the library, I must go back to earlier days when I arrived there. My husband and I with his mother and two daughters came from New York by train. When we got to South Street and our new apartment, we found the moving men relaxed (in our chairs) back of the building. I was all ready to have them move the goods upstairs but they had to have the \$\$\$ first. I offered a check which was not accepted because it was not certified. It was past banking hours - so what should I do? I went to college Hall and told my story to the Treasurer who solved the problem - said he wasn't in the habit of giving out money like that but didn't know what else he could do! There was time for unpacking and settling and getting my daughters oriented and ready for their new schooling.

At the library I became acquainted with the personnel of the Circulation Department, especially with Ruth Richmond who was immensely helpful, and also agreeable to my plans. (An older member had a way of saying, "But we ALWAYS did it this way!")

Of course, a beginner, I made mistakes. I wanted to help students at the card catalogue (they probably knew more about it than I did). I even made the mistake of approaching a professor who was looking up something, and saying to him, "May I help you?" I guess he was more amused than upset. I guess too he told the librarian because she advised me (gently) that it was not to be done. But I never "goofed" to the extent of saying, as one assistant did, to Mrs. Neilson who came to the desk, "My! What a pretty hat."

My husband and I were friendly with Will and Phoebe Taylor and their daughters were of ages near to ours. Once when Will was needing someone to take part in an experiment of Hypnosis (he was not permitted to use undergraduates) he asked me to participate, which I did. The meeting was held at the Taylor house with about 8 subjects and several observers, including President Neilson. Although I followed all the directions and tried to be a good example, I was unable to react positively to some of the instructions. When I apologized later to Will, he was very considerate, saying that some non-cooperative action was expected in strong-minded subjects! At least, that's how I interpreted his response!

The years of the '40's and '50's went along with a good many changes in personnel as Margaret Johnson transferred staff members from Circulation to other important departments. Ruth Richmond was one of these. She became Assistant in Charge of Gifts and Exchange. Ritsuko Ozawa was made Assistant Curator of

Rare Books. Mary Durham was with Circulation as a valuable helper for a long term, later moving out as contact person to Science, Music and other departments. Faithful to Circulation was Ruth Noble who stayed at her first Circulation Department job and could often be seen, long before the 8 a.m. library-opening-time putting the desk in order and sending to the stacks mounds of books returned by the previous night's patrons. The Circulation Department still has (as of my last visit to Neilson in 1980) the competent services of Blanche Cooney and Mary Courtney, the latter having taken a degree in Library Science and now being Head of Circulation.

Besides changes in personnel, there were large changes in the library building. In the late '50's, a group of specialists, including architects and librarians came to assess our needs for additional space for increasing books and services. The question was whether to enlarge Neilson Library, or to build a new one. The decision was for the former. The work took about 2 years, ending in 1962. It was a long and dusty process involving a considerable amount of space calculation when whole areas of books were transferred from one stack place to another and some of the old seminar rooms in the basement were dismantled, as were seminars upstairs. Now it is 1981 with many changes and additions underway at Neilson. I hope to see it finished when I come to see my granddaughter graduate in 1982.

Virginia T. Rogers
July 17, 1981

Helen Huberth Keene '28, Counselor 1956-60, Trustee 1965-69, and Nell Cochrane Taylor '51, Counselor 1968-78, Trustee 1979- . October 11, 1981

COUNSELORS AND TRUSTEES

(Recording does not begin for several seconds after tape starts.)

Helen Keene: Counselors and their committees are appointed at the request of a college department or special interest group. In about 1956 the Theatre Department made such a request. At that time Students' Building had been razed to make way for McConnell Hall. The department had no theatre and wanted support for the building of a new one. With the help of Florence Snow a committee was set up with Helen Keene as chairman.

The committee's first achievement was the arranging of a trip to New York for theatre majors, using contacts of the committee to provide backstage access and interchange with professional actors, dancers, designers, etc. This trip became an annual event for successive groups of students.

Nell Taylor: Comments on the close relation between counselor committees and the college and on their value in acquainting the Trustees with current faculty and student opinion. Originally a member of the counselor committee on student residence, she was asked to leave that group to become chairman of a committee which would work with faculty members to establish a department of Afro-American studies. This move reflected President Mendenhall's belief that the time had come for such a department and that it would also help to provide role models which the black students needed. Nell Taylor chose her own committee and with them was very active, making many trips to the campus during the years of expanded black enrollment and great student unrest all over the country. She believes the activity of her committee, combined with Mr. Mendenhall's availability and willingness to listen, contributed greatly to avoiding here the sort of confrontation between minority students and administrations all too common elsewhere.

She refers to the special help of committee member Percy Sutton, longtime Borough President of Manhattan and at that time the father of a student here. His ability to command the attention and respect of minority students was very effective in dealing with some of the racial misunderstandings on the campus.

Nell Taylor refers to the continuing need for a more racially diverse faculty. She mentions the present healthy state of racial relations on the campus but voices concern for the future admission of minority students in consequence of rising costs.

Helen Keene: The earliest counselor committees were concerned with the Art Department and the Museum. Six or seven others followed. All committee members have had some connection with the college whether as undergraduates or parents of undergraduates, alumnae husbands, etc. and many have had professional competence in the relevant field. For example she mentions her appointment of Peggy Clark Kelley '35, now a top-ranking designer of stage lighting.

She describes the long planning for the new Center for the Performing Arts and the reasons for the rejection of several early designs for it. The addition of accomodation for the Music Library made further changes necessary.

Nell Taylor: Remarks the value of interchange between Counselors and Trustees and regrets that there is not more opportunity for it. This is apparently a matter of current concern to the Trustees whose contact with the college is inevitably more remote.

Billie R. Bozone, College Librarian, and Charles Henderson, Professor of Classics
January 14, 1982

PLANNING FOR THE RENOVATION AND EXPANSION OF THE NEILSON LIBRARY

The two speakers followed the chronological outline below, enlivening it with comment and anecdote.

1968-1969: Rick Harwell's Annual Report noted that Neilson now housed 601,541 volumes and that shelving presumed to be adequate for at least another 15 years was now filled.

1970: Rick Harwell resigned in mid-year, Alice Hastings was hired as of September 1970. In the 1969-70 Annual Report (which I wrote as Assistant Librarian) library space for Neilson is still a problem. The Faculty Library Committee and the Faculty Planning Committee (now C.P.&R.) persuaded faculty to remove excess copies from Neilson. One thousand new shelves were added to the north wing.

29 July 1971: TCM agrees to appoint a Library Planning Committee "to survey the operations and physical plant" of all Smith libraries; "to examine any new developments in library practice and technology"; to examine Smith's library needs in the five college context; to work out a detailed program "for any renovation or new construction and recommending procedures that would eventually lead to the selection of an architect by the Board of Trustees; and to make at least a preliminary report to the faculty and Trustees in October 1972. The Committee: myself; Leo Weinstein, Chairman of the Library Committee; Liz Seymour '70, and George Mair, Assistant to the President as Chair. It was understood that Alice Hastings Murphy would serve as consultant to the Committee. The Committee was appointed in December and held its first meeting January 28, 1972. You were present since you were to assume the Chairmanship of the Committee in September 1972.

March 1972: The College received \$50,000 from the Merrill Trust for library purposes.

April 1972: Student questionnaire sent out to survey use of library and compliments/complaints 1,111 returned

April 1972: Alice Hastings Murphy reported that she could not serve as a consultant to the Committee because of her husband's health. The Library Planning Committee (LPC) agreed to solicit comments from the three living former librarians: Mr. Harwell, Mrs. Murphy and Miss Johnson.

May 1972: First consultant: Anne C. Edmonds, Librarian at Mount Holyoke. Suggest major renovation of building rather than just an addition to it. The LPC was asked to become familiar with Keyes Metcalf's Planning Academic and Research Library Buildings (Rick Harwell's suggestion)

August 1972: Compilation of "Existing and Projected Facilities 1972-1992"

Fall 1972: Faculty questionnaire - 75 replies

- October 1972: Harry Childs joined the LPC as the Development person. Six prospective consultants were contacted; four responded negatively, and of the four, three proposed totally new construction.
- November 1972: Dr. LaVerne Miller of Montgomery College, Takoma Park, Maryland met with the LPC.
- December 1972: Mr. Rodney Armstrong, Librarian at Phillips Exeter Academy met with the Committee and William LeMessurier was retained as engineering consultant. Rodney Armstrong thought the building should be torn down.
- January 1973: Richard deRham of Kilham Beder & Chu (who as Kilham and O'Connor did the 1962 renovation/addition to Neilson) defended their plans.
- February 1973: Mark Mitchell, architect and architectural programmer, retained to take draft for existing and projected facilities and to make it into architecturally readable form
- May 1973: Report of LeMessurier Associates on the structural capabilities of Neilson
- June 1973: Library staff and committee finish the third draft of the Smith College Library Program: the "ideal solution"
- September 1973: Audio-Visual Committee appointed to determine college's long range A-V needs
- November 1973: Philip McNiff, Librarian of the Boston Public Library, met with LPC as a consultant - tear it down and start over
- January 1974: Feasibility Study deemed necessary to answer 1) how much of the existing building can be used to satisfy the program? and 2) is the cost of such an adaptation more or less economical than new construction?
- February 1974: Robert Walsh, Assistant University Librarian at Harvard, met with LPC as a consultant.
- March 1974: James Tanis, Librarian at Bryn Mawr, met with LPC as a consultant.
- April 1974: Feasibility Study completed from Mitchell, Burditt. Final draft of Program received. Library Architect Search Committee appointed: Bozone, Gardiner, Henderson, Mair, Seymour and Richard Leahey.
- May-August 1974: Review of final draft of Program. Program published August 1974
- 10 architects/firms interviewed:
Hugh Stubbins; Benjamin Thompson and Associates; Nelson W. Aldrich; Arrowstreet, Inc.; Kilham, Beder and Chu; Edward Larrabee Barnes; The Architects Collaborative; Shepley, Bulfinch, Richardson and Abbott; Warner, Burns, Toan and Lunde; and the Cambridge Seven
- October 1974: Cambridge Seven recommended as first choice for architects for renovation and expansion. Board of Trustees approved
- December 1974: Library Building Committee formed:
Henderson, Bozone, Mair, Leete, Seymour, Gardiner, Brackett for Smith to work with Terry Rankine, Janet Gronberg, Ben Moore and Lou Bakanowsky of Cambridge Seven Associates (C7A)

April 1975: Plans eliminating Alumnae Gymnasium were endorsed by all LBC members save Leete. Board of Trustees April 7, 1975, agreed. Preliminary plans delivered May 9, 1975.

Summer 1975: Review of preliminary plans. SACSAG appears.

October 1975: Seelye Reading Room fire

December 1975: Architects present slide show of plans to the whole College (in Graham Hall)

January 1976: Board of Trustees Executive Committee authorized LBC to authorize architects to proceed to working drawings when all members of the LBC are satisfied that design development is completed.

February 1976: Alumnae Gym becomes a problem. Moving costs estimated at \$324,000.

April 1976: College applies for a National Trust for Historic Preservation Grant to study alternative uses for the Gym. SACSAG agrees to match the grant if it is received.

May 1976: SACSAG meets with the LBC: Mrs. Findlay, Mrs. Quinn, Miss Melis. The Gym was placed by SACSAG on the National Register of Historic Places as of April 30.

June 1976: LBC and SACSAG interview architects for feasibility study: Harry Weese, Merle Westlake & Norman Paterson of Hugh Stubbins and Associates and Mr. Green and Mr. Chorurbuck of Benjamin Thompson Associates.

July 1976: Harry Weese retained. Interim report received July 21st.

September 1976: Weese feasibility study received and reviewed by SACSAG & LBC.

October 1976: Board of Trustees receive Weese study and opinions of both C7A and Weese plans from Larry Wikander and Douglas Bryant. Decide to meet in November to make a judgment.

November 1976: Board of Trustees rejects Weese proposal and asks C7A to redesign a library that saves the Gym for presentation at their February meeting.

January-September 1977: Review and development of revised plans which save and re-use Alumnae Gymnasium. George de Villafranca comes on board as Assistant to the President.

January 31, 1978: Deadline set for final drawings from C7A of revised plan. Phil Reid comes on board as Assistant to the President.

February-September 1978: Review of plans

September 1978: Drawings released to contractors for bidding on Phases I & II

November 14, 1978: Bids opened. Aquadro & Cerruti successful

November 29, 1978: Groundbreaking

Further comment refers to the following:

1. Minutes of the Planning and Building Committees are available.

2. Construction is ahead of schedule due to the mild winter of 1981, the Committee's insistence on modular construction and the efficiency of the builders.
3. Money for the renovation of the Alumnae Gymnasium is now on hand and the contract for construction has been awarded to Aquadro and Cerruti. Completion is expected by December 1982.
4. The speakers agree in satisfaction with the final result of twelve years work. They express appreciation of the laborious fund-raising of President Conway and Mr. Detmold, the many hours of work by committee members, and the extraordinary patience and adaptability of the library staff during months of construction.

N.B. SACSAG is the Smith Alumnae Committee to Save the Alumane Gymnasium
C7A is the Cambridge Seven Associates
LPC is the Library Planning Committee
LBC is the Library Building Committee

Elsa Siipola (Israel) '29, Professor of Psychology, and Frances C. Volkmann, Professor of Psychology, Interviewer. January 1982

A HALF-CENTURY OF PSYCHOLOGY AT SMITH COLLEGE (Only one side of tape was used.)

Elsa Siipola recounts her early training and teaching at Smith, including an anecdote regarding President Neilson's dealing with a question of salary. She continues with early history of the Psychology Department established in 1922. When she became a member of it in 1931 the departmental staff included David Rogers, William Taylor, James Gibson, Harold Israel, Hannah Faterson, Margaret Curti, and Marthe Sturm. Later on Annelies Rose joined them. Diversity of psychological theories and special interests has been a continuing characteristic of the department.

Kurt Koffka came to Smith in 1927 as the first incumbent of the William Allan Neilson Professorship and stayed on as a member of the department until his death in 1941. He brought with him a group, "the Russians," who shared in his research. At first he did no teaching but later on taught undergraduates using the book he was writing, Gestalt Psychology, as a text. His occasionally inadequate english provides an amusing anecdote.

The Smith department became a center of exchange of ideas among scholars in the field. Koehler, Levine, Wertheimer, all leaders in Gestalt psychology, were frequent visitors as were Erik Erikson, Margaret Mead and several foreign scholars who came to work with Koffka. Most of his research was published in the Smith College Studies in Psychology. He held weekly colloquia for colleagues and also gave a few public lectures.

Frances Volkmann: Asks the reason for so much antagonism toward the Gestalt theory.

Elsa Siipola: Offers two chief reasons: first, Gestalt attacked current established thinking, and secondly, Koehler and Koffka were resented by many who considered them intellectually snobbish and socially rude. She explains that the "rudeness" was simply a misunderstanding of their European habit of open, often sharply vehement, debate even in social conversation.

Frances Volkmann: Asks if Elsa Siipola found evidence of sexism either at Smith or at Yale where she worked for her Ph.D.

Elsa Siipola: Replies there was sexism at Yale where women were denied admission to some classes but no such evidence at Smith. A good many married couples were members of the faculty. Four such couples had one member in her own department.

She speaks of her desire to develop a special field after her marriage to Harold Israel in 1939. She did graduate study at Harvard and spent two sabbaticals at Worcester State Hospital Clinic. These studies were reflected in her teaching of courses in the psychodynamics of personality and in depth psychology in which she tried to relate Freudian ego psychology to general psychology. She also did experimental research in projective tests. For the Rorschach test her first student subject was Betty Friedan, her first faculty subject Newton Arvin. These test records are on file.

Frances Volkmann: Asks what was the effect of World War II on the college and the department.

Elsa Siipola: Notes that even before the war President Neilson had appointed several German refugees including Koffka, Kohn, Schmitz and Kotschnig and remarks that she herself had had a foretaste of Nazism in the summer of 1933 when she was attending Koehler's lectures in Berlin. The Jewish proprietor of her pension was removed by storm troopers.

She mentions the temporary adoption of some English children by President Davis and his wife, the establishment at the college of the Officers Training Corps of the Waves, and refers to the leftist sympathies of some faculty members. Few students were political activists. Some accelerated in order to finish the requirements for the B.A. in three years and a good many took jobs immediately after graduating in order to support young husbands through graduate school.

The department lost two members to the war effort and two others for other reasons. Replacements, mostly female, seldom stayed long enough to be considered for tenure. One reason for this was their dissatisfaction with social life in a place with so many unattached females and so few unattached males. The scarcity of men faculty affected the sex ratio in the faculty for some time.

After the war Dilman Doland joined the department. Harold Israel died in 1961 and William Taylor in 1962. Their first replacements soon went elsewhere for bigger salaries and better research facilities. Hence the building of the Clark Science Center in 1967 and an increase in faculty salaries were of critical importance for the department. New appointments included B. Musgrave, D. Reutener, P. Pufall, D. Snoek, R. Teghtsoonian, and Frances Volkmann.

Asked by Fran Volkmann what were the most notable changes at Smith during her teaching career, Elsa Siipola mentions three of them: 1) democratization of departmental administration whereby chairmen were elected, not appointed, 2) the introduction of sabbaticals after a three year period, a practice which, in her opinion has interfered with long-range planning, and thirdly, the much larger role of students in the administration of the college. As examples of the latter she cites student representation on heretofore faculty committees, student attendance at faculty meetings, student involvement in evaluating the teaching of faculty members, abandonment of academic distribution requirements and student control of dormitory regulation.

The Faculty Shows. John W. Duke, professor emeritus of music May 10, 1982

Professor emeritus John Woods Duke joined the faculty of the music department in 1923, retiring in 1967. Pianist and composer, Mr. Duke draws upon his personal recollections for a review of the Smith College faculty shows. This tape was made of Mr. Duke's talk to OBND (retired Smith faculty members) on May 10, 1982. It also includes excerpts from a recording of "Love Among the Ruins," the faculty show for 1952, with music by John and Dorothy Duke and lyrics by Howard Patch and Mr. & Mrs. Duke.

Elizabeth H. Webster '12 assisted by Josephine Buckingham '40 (Mrs. Wilbur Caney, Jr.).
January 1983. (Taped in Tryon, North Carolina--about 45 minutes--one side of cassette only)

RECOLLECTIONS

Miss Webster contrasts the world of 1908-1912 with that of 1983. The U. S. had been at peace for a hundred years. Modern media and plane travel had not yet made Americans aware of the third world. Young People had little knowledge of or concern for world problems or for social ones at home.

In the autumn of 1908 she came to live at 36 Bedford Terrace, Mrs. Pomeroy's house, one of several off-campus houses. She describes the campus including the orchard on the site of the present Wright Hall. Her description of the Chapel in College Hall and its daily service is interrupted in order to quote an early letter to her mother (read by Mrs. Caney) telling of the excitement in chapel over the election of the freshman basketball teams. She was elected to the substitute team. Returning to the chapel program she speaks of Mr. Seelye's formality and eloquence and tells an anecdote about Miss Mary Jordan whom she considered the outstanding influence among the faculty.

The student tradition of odds and evens is mentioned and another of her letters is read describing Rally Day of 1909 where, after Chapel, the basketball game demonstrated class rivalries, traditions of banners, chariot rides around the gym, etc. The sports available at Allen Field are listed (including cricket) as well as the counter-attractions of theater in Springfield and of country excursions by foot, by horse and buggy, by trolley, or by punging on the runners of a sleigh.

Another letter written at Thanksgiving describes in detail a parody of the Cooke-Perry arctic expedition complete with North Pole, polar bears, etc.

Senda Berenson, the head of Physical Education, is named as a strong influence on both the health and the sports of Smith students, also as one of those who first formulated the rules for women's basketball. S letter awards were instituted in this period and Miss Webster speaks of her pleasure in announcing these awards for a combination of good academic standing, leadership and athletic prowess. A propos of the Alpha and Phi Kappa Psi societies, election to which was based on literary and artistic achievement, she quotes an exchange of remarks between Professor Gardiner and Miss Cutler.

Another letter is read relating the events associated with the inauguration of President Burton in the autumn of 1910 in the then new John M. Greene Hall. Nine very distinguished women were given honorary degrees, among them Julia Ward Howe whose presence stirred very deep feeling. Later the students serenaded the Burtons and were warmly welcomed by them. Their enthusiasm for President Burton was increased by his appreciative comment on the affection they had demonstrated for Mr. Seelye. Among the distinguished representatives of other colleges who came for this occasion was President Carey Thomas of Bryn Mawr. A tart exchange between Miss Thomas and Miss Jordan is quoted.

Miss Webster concludes by quoting the last two lines of the Alma Mater.

Jill Ker Conway, President, 1975- . Talk delivered at a luncheon of OBND (Out-but-not-down), an organization of emeritus members of the college, April 11, 1983: "History as Inspired by the Tenth Muse"

The tape begins with part of an introduction by Phyllis W. Lehmann, Professor Emeritus of Art and President of OBND. Then Mrs. Conway welcomes the opportunity to speak, not about the college but on a topic from her own field of scholarly research - an enquiry into possible new understandings of American history derived from the letters, journals, or books written by or for women in the course of the 17th, 18th, and 19th centuries. This enquiry is planned as a three-volume work of which the first has already been published by the Garland Publishing Co. of New York. Her title comes from a book of poetic reflections written by the early New England Puritan, Anne Bradstreet (1612?-1672), and published by her brother in England under the title of The Tenth Muse.

The first example of this research deals with the concept of the right "to pursue happiness," inclusion of which in our Constitution is commonly attributed to Thomas Jefferson. He was, however, anticipated by Benjamin Franklin whose Reflections on Courtship and Marriage was published in 1746. In this manual he describes the purpose of marriage as not only for procreation but also for the pursuit of happiness. To this end he suggests ways in which a man may educate a woman to become his ideal wife, advising him to foster her happiness and, in public, to treat her as his equal. Franklin's manual was very popular for several decades; its influence throws new light on some of the comments of foreign visitors on American life at that time. The source material reflects changes in marital relations coinciding with changes in relations between parents and children which circumstances of life in a new country encouraged.

A second example of new understanding drawn from the experience of women arises from a decline in domestic skills remarked early in the 19th century. Early settlers had very seldom included trained servants and the handing down of traditional skills had been interrupted. To meet this need there was copious publication of manuals on household management. The early ones included advice on the training of servants but in the 1830s the emphasis shifts to the invention and adoption of labor-saving devices that would enable a woman to do without servants. This was prompted by the fact that since the available immigrant supply of possible servants was Irish, householders such as Harriet Beecher Stowe and her sister Catherine feared the Catholic influence on their children. Catherine Beecher invented both a carpet-sweeper and a primitive washing machine. She also did time-and-motion studies in designing an energy-saving kitchen and she may well be the first to espouse efficiency as a moral and patriotic good.

After the invention of the sewing-machine, when sized patterns for garments were adopted, the workers, mostly women, were assigned to groups each of which made a single part - a sleeve, a skirt, etc. The parts were then collected and assembled elsewhere. According to Henry Ford's own account it was this system that suggested to him the automobile assembly line. Nineteenth century industry in the U. S. never lacked for workers and was under no pressure to invent labor-saving devices. Hence credit must be given to women such as the Beecher sisters for their initiative in the development of efficiency. It seems probable that this development helps to explain the surprising ability of the North, at the time of the Civil War, to organize its industrial forces.

The history of women again offers insight in explaining why, when given the vote, women neglected to use it from about 1920 to 1960. Many women had already found that lack of the vote gave them increased influence because it freed them from any suspicion of personal profit from political spoils of the legislation they endorsed. A striking example is that of Dorothea Lynde Dix (1802-1887). She was responsible for establishing

the Northampton State Hospital for the Insane and for legislation supporting similar institutions in many other states. Her very quiet methods of persuading leading male legislators to do her will are described. Many other women reformers opposed suffrage believing that without it they had greater influence for good and that if, granted suffrage, they entered the competitive world of business and politics, they might lose their altruism. This belief relates to one of the arguments for volunteerism today.

Women were in the forefront of the temperance movement and were very effective, largely through the demonstrations they organized and their enlistment of church support. Their success raises a question as to why they have not been equally successful in working through modern political institutions. Lacking time to discuss this question, Mrs. Conway concludes with a brief reference to the marriage manuals of about 1860-1900 which show that the experience of women led gynecologists to anticipate Freudian concepts.

She answers the following two questions from the audience:

- Q. Did not Franklin's ideas of courtship imply that the woman was always younger than the man?
- A. Yes. Franklin thought that seven years was about the right difference in age between husband and wife though in fact five was the average until the 1830s when many young men postponed marriage for a time in order to seek their fortune in the west. Their scarcity in the more settled regions created a "buyer's market."
- Q. Didn't the pioneer woman's share in the building of a family farm contribute to her growing equality with her husband?
- A. Not unless there was a settlement large enough to provide a group of women she could work with. The experience of isolated farm women appears to have been destructive for many of them. The effectiveness of being able to share experience with other women is vividly demonstrated in the practice of itinerant preachers at the time of the great Methodist Revival (c. 1820-40). Separate classes were organized for men and women, each class led by one of its own gender. Women were very faithful attenders and their discussion with other women of their spiritual aspirations, and of marriage and family problems strengthened their influence on American social mores.