

# FINCH AND ITS FUTURE



FINCH COLLEGE  
52 East 78th Street  
New York 21, New York



Finch students have a voice in determining college policy and are encouraged to offer recommendations for future progress.

# FINCH AND ITS FUTURE

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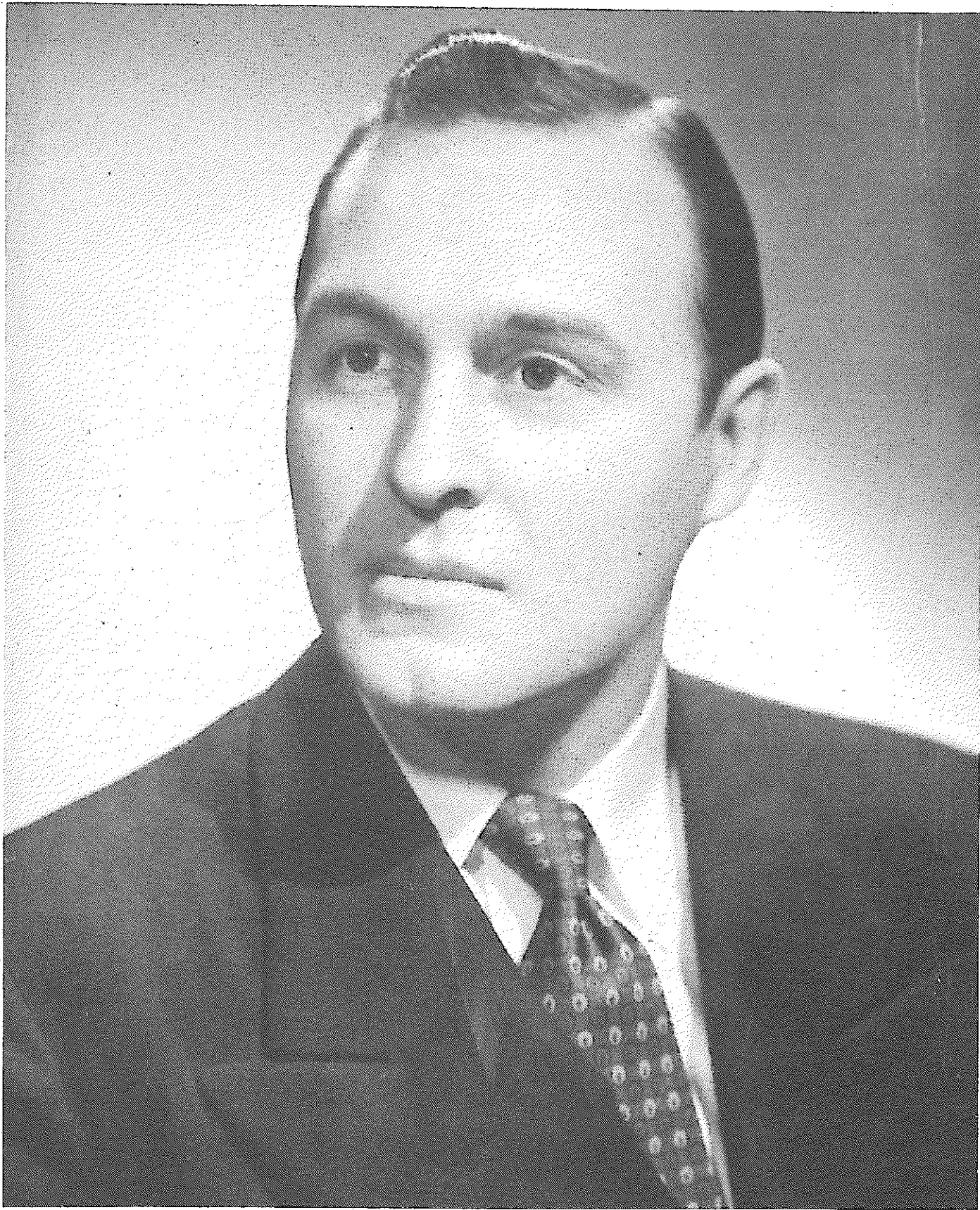
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DR. JESSICA GARRETSON COSGRAVE  
Founder and first President of Finch





DR. ROLAND R. DE MARCO

The ceremony inaugurating Dr. De Marco as the second President of Finch College was held November 2, 1951. Delegates from more than two hundred universities, colleges, and learned societies were among those present.

THE HISTORY OF FINCH COLLEGE

which accompanies this brochure,

tells more fully

WHAT FINCH IS

AND HOW IT HAS DEVELOPED  
THROUGH THE FOLLOWING STAGES:

Finch School (Post Secondary) Founded 1900

Finch Junior College Provisional Charter 1937

Finch Junior College Full Charter 1941

Upper College 1952

Unfortunately, many who knew Finch only in its early days still think of it as a "Finishing School." It is hoped that this brochure will reach many of those, as well as new friends of Finch, to inform them that we have become a degree-awarding Junior and Upper College.

Finch had for many years the undeserved reputation of being a wealthy college for wealthy girls. Bluntly stated, the facts are that Finch College is not now, nor has it been ever, an endowed college independent of income from fees. Finch has been completely dependent upon fees and upon annual contributions from alumnae and friends. While it is true that Finch has its share of students from families in the higher-income brackets, it attempts as a matter of policy, by grants-in-aid and scholarships, to have a student body representative of a wide range of income groups. It is precisely because we feel that students with varying backgrounds, both in terms of income and occupation, contribute mutually to their educational welfare that we are anxious to broaden and extend our scholarship program.

The high cost of living, the increase in the size of the family unit, inflation, and heavy tax obligations have served to reduce sharply the number of persons who are able to pay institutions fees which cover completely the cost of instruction for their children. Rare is the parent who is able to absorb tuition charges and also contribute substantially to college and university development or endowment funds.

We are not denying the fact that we have students who come from prominent families nor that these students go on to be prominent in their own right, but we are saying that our prominent families are not necessarily in that category because of wealth but because of community achievements in medicine and in other professional fields, in business, in the arts, and in government. We feel that at Finch College those students who are destined for leadership in their communities receive a realistic background, thorough training, and initial preparation for the responsibilities which will be thrust upon them as socially useful local and national citizens.





SOUTH HALL  
61 EAST 77 STREET



## PHYSICAL PLANT

The college buildings are:

### ACADEMIC CENTER

52-54 East 78 Street

Built in 1916

Classrooms, laboratories,  
administration offices

### SOUTH HALL (opposite page)

61 East 77 Street

Built in 1904

Main residence for students,  
Library, Infirmary, Gymnasium

### COSGRAVE HOUSE

66 East 78 Street

Opened in 1952

Residence for students

### ALUMNAE AND PUBLIC RELATIONS CENTER

60 East 78 Street

Opened in 1954

Lounge, alumnae and publicity  
offices, conference room,  
kitchen, rooms for visiting  
alumnae, two apartments

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Other buildings:

### PRESIDENT'S HOUSE

58 East 78 Street

### TWO "BROWNSTONES"

56 and 62 East 78 Street

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### THE FINCH COLLEGE NURSERY SCHOOL

Established in September, 1953,  
is located at East Side House,  
540 East 76 Street.



Cosgrave House

Alumnae & Public  
Relations Center

President's  
Home

Academic Center

THE "BROWNSTONES" SHOULD BECOME THE FUTURE SITE OF A NEW BUILDING OR BE RENOVATED TO INCREASE OFFICE SPACE FOR THE FACULTY AND TO ALLOW EXPANSION OF THE LIBRARY AND THE INFIRMARY.

## OBJECTIVES

Present-day education tends to emphasize individual needs and capacities of students as well as the demands of both the immediate and the broader community in planning curricula and programs. Since Finch College educates women, much sober thought has been concentrated upon the problem of whether recent changes in social conditions call for changes in the kind of education they should have.

In the broadest sense, an educated woman is expected to function effectively in her home and in the community. Finch College aims to help each student to progress toward this desirable goal. Such effective functioning may call for efficient administration of the household, so that there will be time for enlightened participation in community affairs. Before she marries or after her children are grown, a woman may wish to work, perhaps to be independent economically or to experience at first hand the discipline of business or professional life. Most important of all, women are the educators of the family. The remark of one college president has become a common saying among educators of women: "When you educate a man, you educate one person; when you educate a woman, you educate a whole family."

As the foundation for educating women to be effective persons, Finch College continues to stress two principles: that students should be given help in developing a responsible philosophy of life based upon awareness of moral and spiritual values, and that the most genuine kind of preparation for the future is optimum development of the individual's own unique capacities and interests.

To achieve this purpose, we think of Finch College as a community in which each person is a creative participant as a learner, a worker, and a citizen. Each individual in this community works toward the following goals:

## OBJECTIVES

continued

1. To attain a realistic understanding and appreciation of the present-day world, with sufficient knowledge of the past to insure perspective on the present.
2. To understand and apply appropriate methods for dealing with problems.
3. To establish habits of continuing enjoyment in thought-provoking and esthetically satisfying experience in literature and the arts.
4. To improve ability to express and communicate, with attention to both thought and feeling.
5. To progress in choice and practice of vocation of a kind suitable to abilities and interests.
6. To progress in understanding and practicing the principles of good health, both physical and emotional.
7. To grow in social competence through wholesome participation in democratic community living.
8. To progress in personal maturity through increased self-understanding and through acceptance of responsibility for one's self and for community concerns.

## THE GUIDANCE COUNSELOR

The excellent services of the guidance counselor are available at all times to students and faculty. Students are helped through testing and counseling to discover and realize their potentialities. Aptitude and vocational tests are administered not only to those students who are required to take them, but also to any student who feels the need to get a better picture of her capacities and aptitudes.

## NEW YORK CITY AS A LABORATORY

Only in a great city can the best opportunities be found for cultural development in music, art, and drama, as well as for practical experience in studying social and business situations to supplement the learning of the college classroom.

Practically all courses include some method for tying the city and the classroom together, such as trips to related activities, guest speakers active in the field, guest discussion leaders, and actual participation by students in a community activity. Some examples: American history students visit the American Wing at the Metropolitan Museum and the New York Historical Society; a literature class views illuminated manuscripts at the Morgan Library; the class in History of Civilization traces the development of man at the Museum of Natural History; Social Science students do volunteer work at hospitals and community centers; it is not an infrequent occurrence for a student or faculty member to appear on television, lead a public discussion, or participate in a radio program; Economics and Business Training students visit the Stock Exchange and the IBM demonstration; a science class visits a factory or a power plant to observe the practical application of scientific principles; students of speech tell stories to children at the City Shelter.

Most trips are within the compass of an afternoon: three important art museums are within walking distance; theatres, opera, studios, galleries, stores, even many factories, are within a short bus, subway or taxi ride. The ease with which trips can be made in New York adds greatly to the advantages of using this great city as a laboratory.

### Contact With Celebrated Personalities

The location of Finch College in the heart of the world's largest city allows acquaintance with some of the most celebrated personalities of our time: LEON KROLL is Visiting Art Critic; LAURITZ MELCHIOR, JARMILA NOVOTNA, CHARLES KULLMAN, and other distinguished Metropolitan Opera singers are hosts in their dressing rooms to Finch students following performances; LOTTE LENYA, widow of Kurt Weill, visited Finch to offer suggestions for the College's presentation of her late husband's folk-opera, "Down in the Valley"; SIR GLADWYN JEBB is one of many celebrities who have delivered Commencement addresses at Finch. In short, outstanding personalities in all fields of endeavor---theatre, fine arts, commercial art, music, radio and television creative writing, industry, diplomacy, religion--have been guests at Finch, and many have received Finch students in their New York homes, studios, or offices.





A student views a section of the Finch College "campus."

## ORGANIZATION OF FINCH COLLEGE

Finch College is made up of two colleges: a Junior College which comprises the first two years of a college curriculum; and an Upper College which offers the last two years of college work.

### THE JUNIOR COLLEGE

For the student who wishes an integrated, balanced, rounded, and purposeful two-year college course, complete in itself within the time boundary--a terminal program--Finch College offers three courses of study leading to three goals: the Associate in Arts degree, the Associate in Applied Science degree, and the Junior College diploma. All three courses of study follow the same general plan: the major studies, with their correlates, usually take one-third to one-half of the student's time and effort; if the major is vocational, liberal arts studies, planned to touch upon great fields of learning--literature and language, social and natural sciences, art and music--occupy her remaining time. In all three courses of study, a student's program although liberal arts in character may include work of a vocational nature up to primarily one-third of her total program.

In other words, the Junior College programs, whatever the field of concentration, provide far more than just "two years of college." Vocational subjects do not provide complete preparation for a professional career, but they do afford a solid foundation upon which a student may build. Liberal arts studies do not embrace all knowledge, but they should develop an awareness of the major areas of human thought and activity which a student may proceed to deepen and extend.

It should be noted that a student may, in addition to enrolling for a Junior College degree or diploma, signify her intention of becoming a candidate for a Bachelor's degree. Her status as a Bachelor's degree candidate does not become definite, however, until her application for admission to the Upper College has been approved and her Junior College course completed successfully. If such is her aim during her Junior College studies, she will naturally plan her Associate degree or diploma course with an eye to the requirements for the Bachelors' degrees.

The following courses are unusual as junior college offerings:

- Asiatic History
- Religion in Major World Cultures
- Community Service
- The Relation of Law to Business and Family Life
- Speakers Club for Foreign Students
- Community Speech

The Upper College offers courses of study leading to the degrees of Bachelor of Arts and Bachelor of Science. While the requirements for these degrees parallel for the most part those at other colleges, Finch College offers a number of unusual educational opportunities because of the flexibility with which the Upper College courses of study may be adjusted and articulated with a student's previous program and interests, even if those interests alter so as to make advisable a change of educational direction. Some examples should make this statement clear.

1. A graduate of a junior college or a student who has completed two fully acceptable years in another senior college may continue her studies in the Upper College with increased concentration in a major field already chosen.
2. A junior college graduate whose course has been terminal and general in nature must select a major field of concentration upon entering the Upper College. She will often meet the requirements for the various majors by taking appropriate courses offered in the Junior College to fill any gaps in background that appear.
3. A junior college graduate who has majored in science, painting, or commercial art may continue one of these majors in the Upper College in preparation for the B. S. degree.
4. A student who has majored during her first two years in a vocational subject but who wishes to change her educational goal and seek the A. B. degree may enter upon one of the liberal arts majors in the Upper College. She will usually receive full elective credit for her vocational courses, and she may satisfy the requirements for the A. B. degree by concentrating upon liberal arts courses. Of the 120 credits required for the A. B. degree, at least 100 academic credits must be included. In effect, therefore, the student whose total program includes vocational work may be required to earn more than 120 credits in order to qualify for the A. B. degree.
5. A student who is majoring in one of the liberal arts but who wishes career training at the same time may arrange a minor concentration in a vocational subject that will give her at least a basic training in that subject. She will receive full elective credit toward the A. B. degree for the vocational courses she takes, subject to the limitations contained in paragraph four above. Such a student will go out into a non-academic world with a broad cultural background as well as practical career training.

The Upper College is regarded as a complete two-year unit and is not necessarily a continuation of a junior college education. The student may reorient her education completely in the Upper College, or she may continue to build in the same direction as she did in her first two years.

However, in all cases the objective of the Upper College is progress in the intellectual and personal maturity of the student.

## ORGANIZATION OF FINCH COLLEGE

( concluded )

Both the Junior College and the Upper College serve the same general constituency, composed of students from all sections of the United States and from many foreign countries. The majority come from Greater New York, its environs, and other urban areas, but many come from small communities scattered throughout the country.

The college realistically faces a double responsibility: first, to provide a student with a broad education in academic subjects; second, to challenge her mind and conscience in such ways as will make her both a good citizen and a person who is aware of, and capable of meeting, the responsibilities she is likely to face. Such responsibilities should include her family and active participation, and possible leadership, in the affairs of whatever community she makes her home.

Finch College as a whole, therefore, stresses training in individual and community living for women who will have the opportunity to engage in avocations of various kinds and to lead in civic, cultural, and social organizations. To these ends, both colleges provide basic liberal arts training for effective citizenship, and give opportunities for training in avocations and careers. Furthermore, each college stimulates a feeling of responsibility to the community by a variety of programs, projects, and volunteer activities.



## DISTINCTIVE INSTRUCTIONAL PROCEDURES

The following instructional procedures at Finch are distinctive:

## The Junior College

Art: Studio art enriched by gallery reports and individual research projects.

Costume Design and Merchandising: Emphasis on experimentation in design by use of the "Wee Form."

Spanish and Italian: Use of the Eclectic-Direct method.

History and Government: In Survey of Civilization, individual approach to source reading reports and development of map knowledge by completion of blank maps.

Home Economics: Study and practical application of New York City Department of Welfare Relief Budget.

Music: The Listening Hour. Stage experience in college operettas for members of chorus.

Radio and Television: Sensory perception exercises, solo and duo improvisation in pantomime.

Religion: Visits to places of worship of various faiths.

Social Science: Child Development: Role playing; use of puppets in class work.

Speech: Speakers Club; Speakers Club for Foreign Students; story-telling in settlement houses and hospitals.

## DISTINCTIVE INSTRUCTIONAL PROCEDURES

## The Upper College

Discussion and student participation are stressed in most courses.

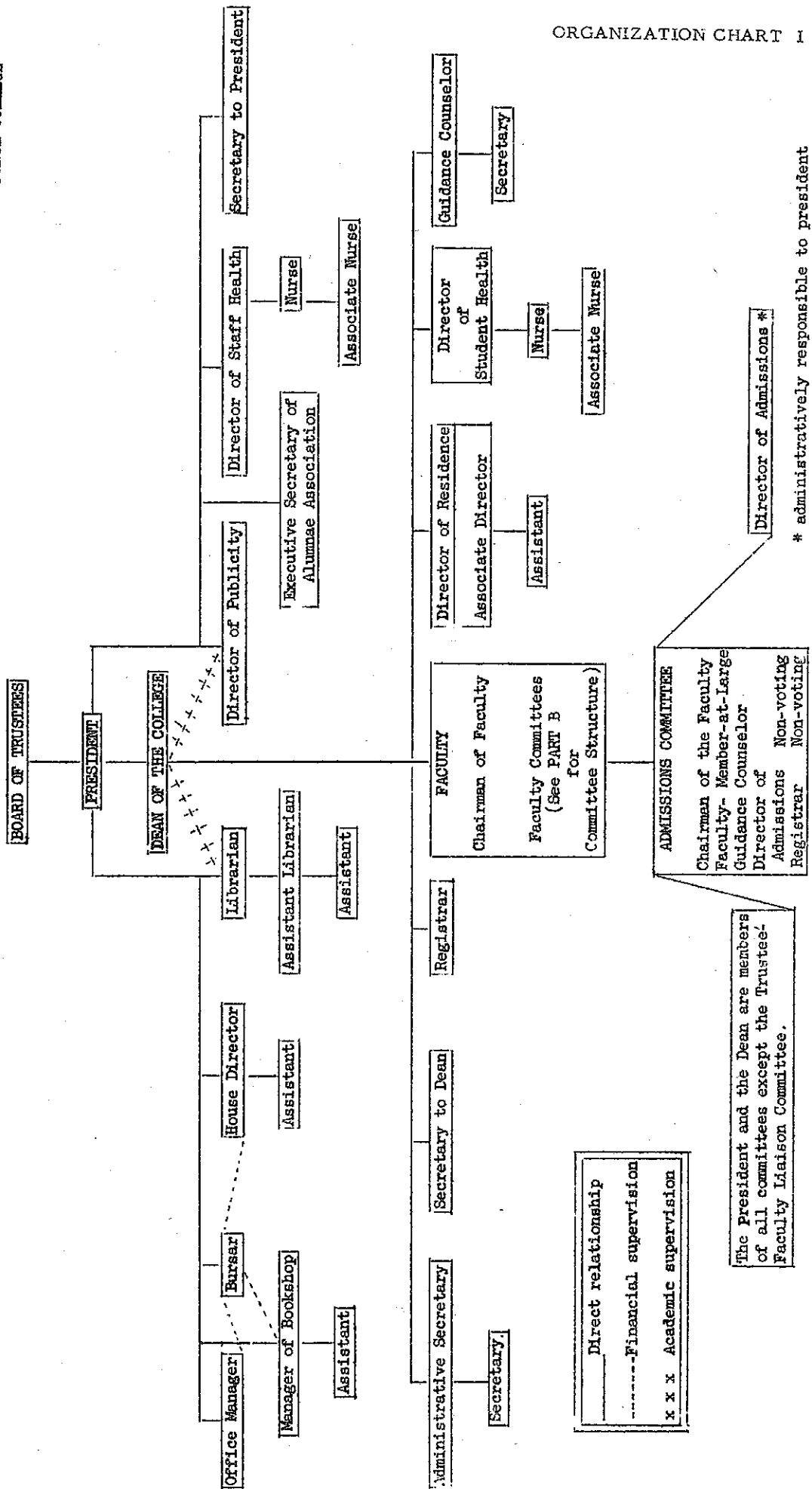
Art: Since Upper College art majors are mature enough to profit by the experience, they are given an opportunity to interview and discuss various aspects of art with well-known artists, museum officials, gallery owners, agency directors, and designers of note. The students are also taken to the studios and the workshops for direct observation. In addition, they attend seminars given by visiting artists and critics. This is one of the ways we take advantage of opportunities offered by New York City.

History: Geopolitics, a course not generally available on the under-graduate level, is offered at Finch College. The history seminars are patterned to the needs of the students.

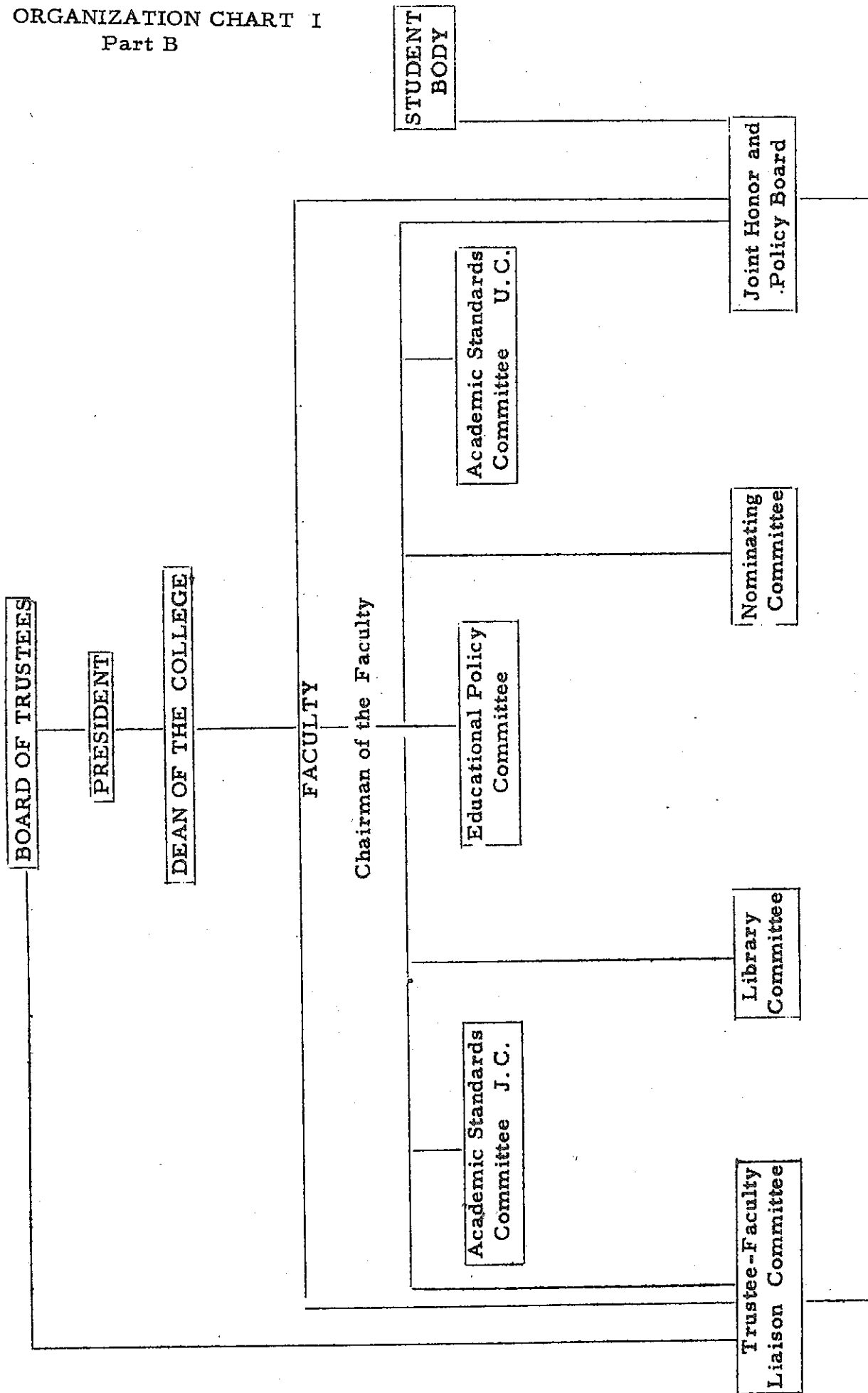
Philosophy and Religion: Students of Philosophy make "scrapbooks" of clippings of newspaper and magazine articles and cartoons dealing with contemporary events and attitudes in the field of religion and ethics, with the purpose of relating course subject matter to the world they live in, and thereby sharpening their awareness and observation of relevant happenings.

Social Science (Child Study): In Seminar in Experimental Child Study and Independent Project in Child Study, Upper College students get practical teaching experience in the Finch College Nursery School under joint direction and observation of the head teacher and the director. This work includes such responsibilities as working with the children, planning and directing programs for parents' meetings, assisting in buying and preparing food, and taking inventory of food and equipment.

At the weekly seminar discussions of the children's progress, evaluations are made of the visits from psychiatrists and medical trainees who observe in the Finch College Nursery School; exchanges of ideas with student nurses from Lenox Hill Hospital are analyzed; reports are made on collateral readings; developmental case studies are reported on.



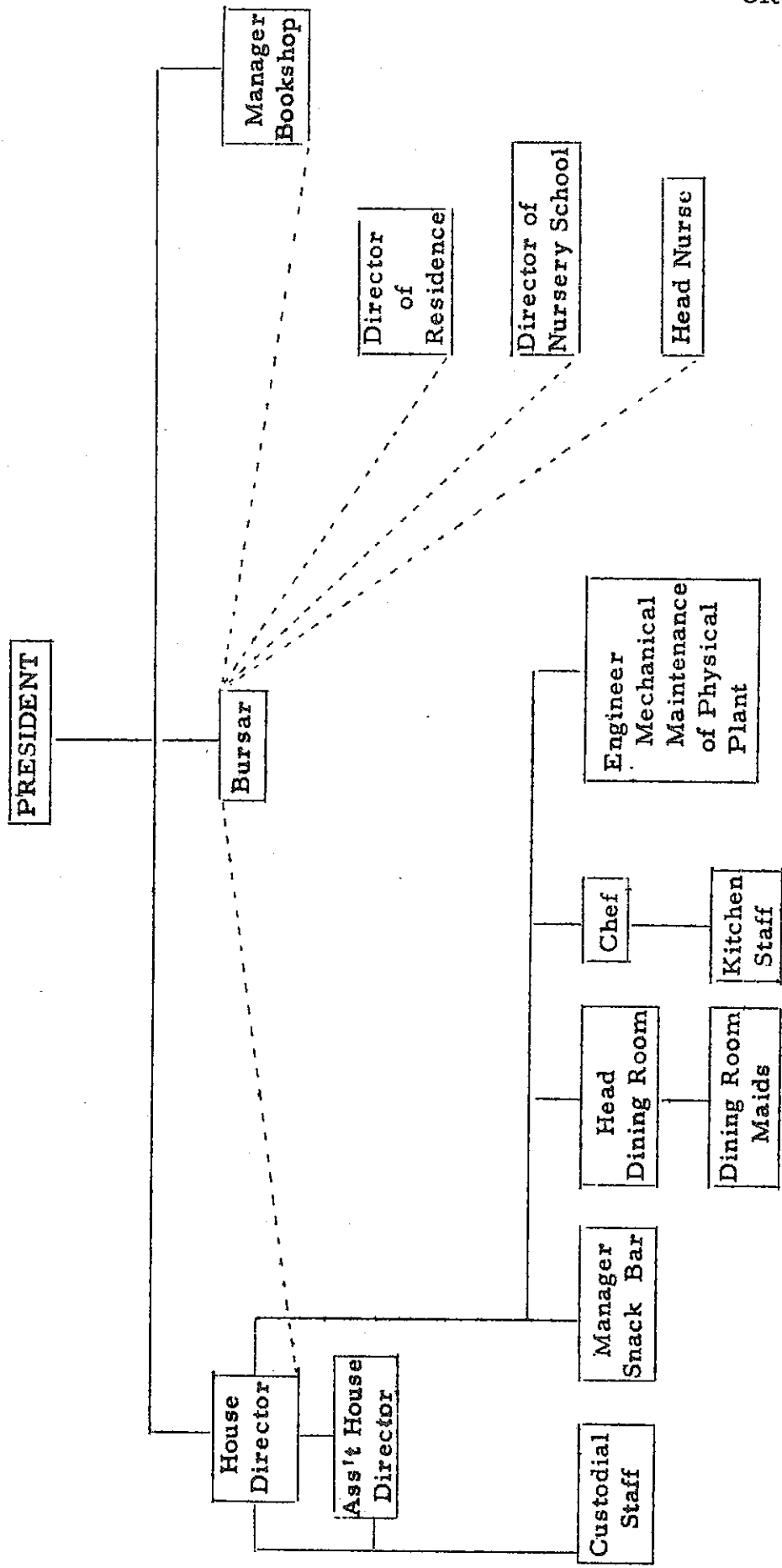
\* administratively responsible to president



The President and Dean are members of all committees except the Trustee-Faculty Liaison Committee.

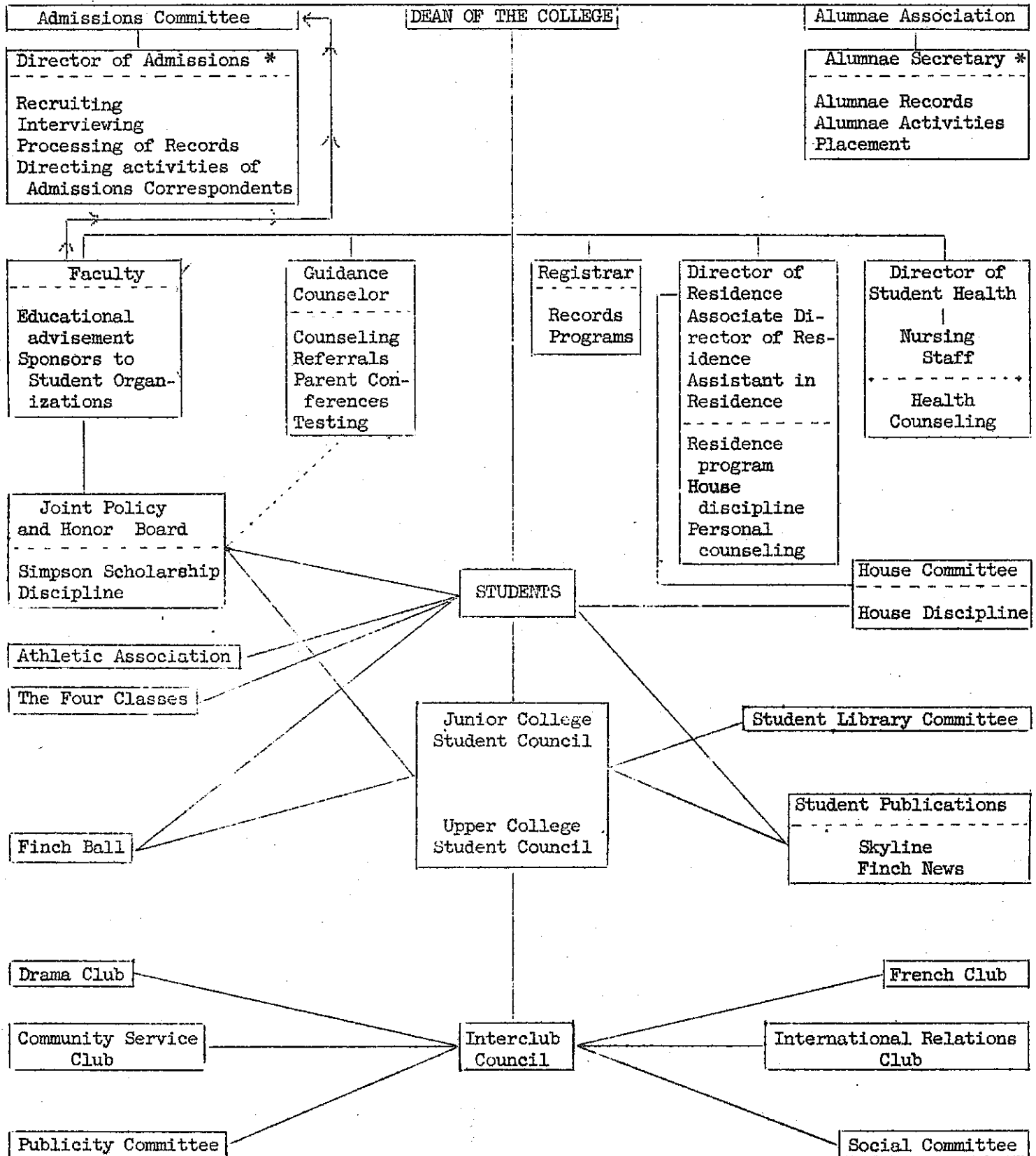


ORGANIZATION CHART II



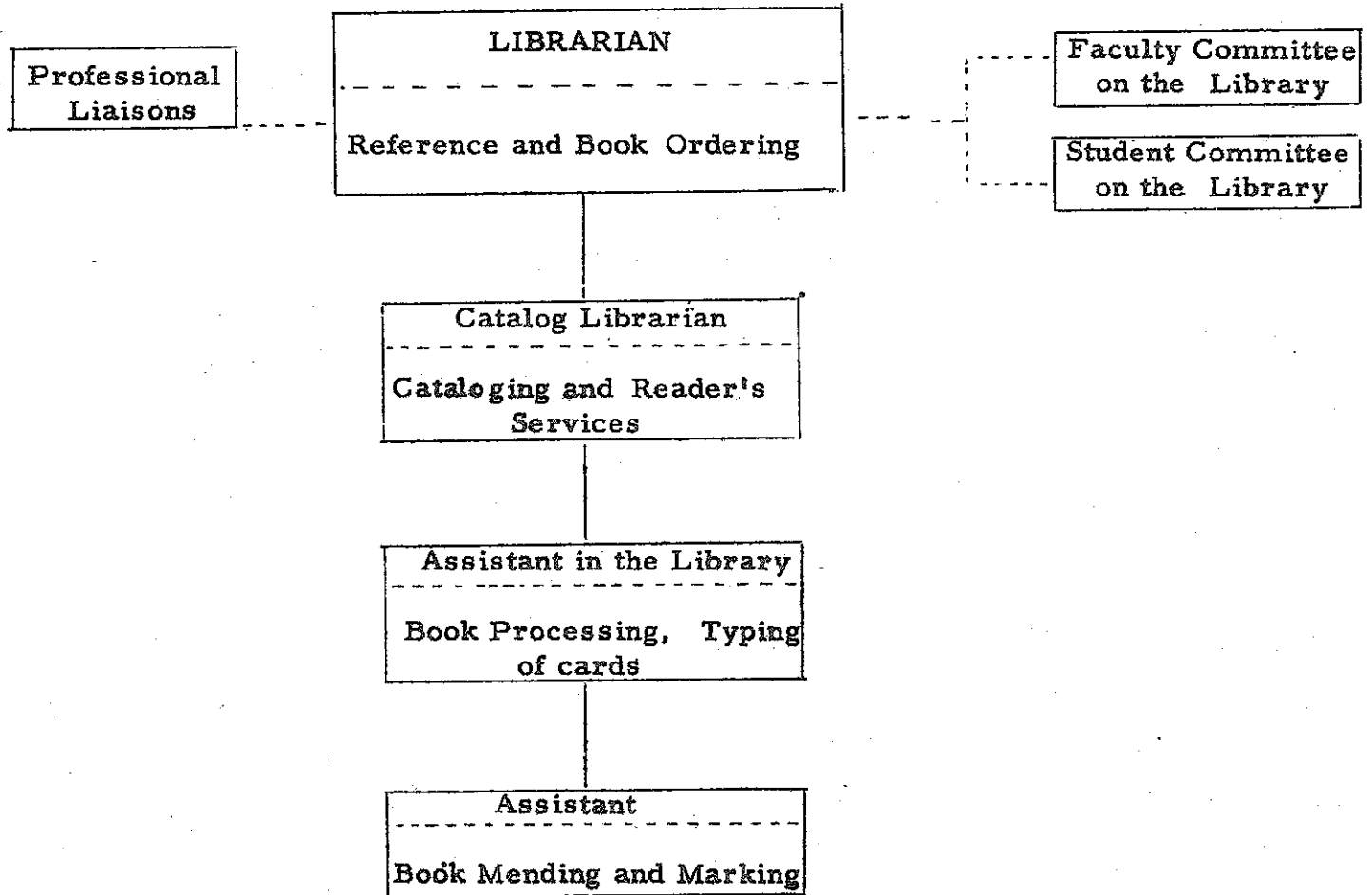
\_\_\_\_\_ Direct Administrative Responsibility  
 - - - - - Financial Supervision

ORGANIZATION CHART III  
STUDENT PERSONNEL PROGRAM



\* Administratively responsible to the President

ORGANIZATION CHART IV  
Library



OUR PRESENT LIBRARY IS MORE THAN ADEQUATE FOR THE JUNIOR COLLEGE. THE ADDITION OF THE UPPER COLLEGE, HOWEVER, MAKES IT IMPERATIVE THAT OUR LIBRARY FACILITIES BE EXPANDED IMMEDIATELY. WE NEED MORE LIBRARY SPACE AND MORE BOOKS TO MEET THE REQUIREMENTS OF THE COURSES OFFERED FOR THE BACHELOR DEGREES. THE COLLEGE HAS ACCESS TO THE OUTSTANDING NEW YORK LIBRARIES, BUT WE MUST HAVE LIBRARY FACILITIES UNDER OUR OWN ROOF TO MEET AT LEAST 90% OF THE NEEDS OF OUR FACULTY AND STUDENTS.

IT HAS LONG BEEN A GREAT CONCERN OF THE TRUSTEES OF FINCH THAT THE FACULTY HAS BEEN INADEQUATELY PAID. DEVOTION TO THE COLLEGE AND THE ADVANTAGES OF NEW YORK HAVE MADE IT POSSIBLE FOR US TO RETAIN SCHOLARS WHO COULD HOLD THEIR OWN WITH THE FACULTIES OF OTHER INSTITUTIONS AND WHO HAVE HAD OPPORTUNITIES TO LEAVE US. NOW THAT OUR ORGANIZATION HAS BEEN EXPANDED, ONE OF OUR FIRST RESPONSIBILITIES IS TO INCREASE SALARIES TO A DEGREE OF ADEQUACY COMMENSURATE WITH THE PERSONALITY, TRAINING, AND SCHOLARSHIP OF THE FACULTY.



## OFFICERS OF INSTRUCTION

Roland R. De Marco, President

B. S., New York State College for Teachers; A. M., Ph. D., Columbia University. Attended: University of Rochester; University of Munich; Shrivvenham American University, England. Formerly: Instructor, College of Charleston; Columbia University; Professor of History and Head of Department of Social Sciences, State Teachers College, Florence, Alabama; Lecturer, A. A. F. Air Intelligence School, Orlando, Florida; Visiting Professor of History, Columbia University.

Jessica Linneman, Dean of the College

A. B., Occidental College; A. M. and doctoral study, Columbia University; graduate study, University of Southern California. Formerly: Director of Students, Douglass College, Rutgers University; Dean of Women and Associate Professor of Psychology, Park College; Employee Relations Officer, War Department Office of Dependency Benefits; Administrative Officer, Personnel Division of the Office of the Secretary of War; Personnel Director, William Douglas McAdams, Inc., New York City; Administrative Consultant, Ohio University, William Douglas McAdams, Inc., The Texas Company; Instructor, Rutgers University, Columbia University, New York University.

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Jeremy F. Bagster-Collins

English

A. B., Brown University; A. M., Ph. D., Columbia University. Formerly Instructor: Union College; Columbia College; Lafayette College.

Robert E. Berger

History, Social Science

A. B., A. M., Ph. D., Columbia University. Formerly Instructor: U. S. Army Infantry School, Fort Benning, Georgia; Rutgers University.

Christine Block

Costume Design, Merchandising

Graduate, Pratt Institute. Studied at New School for Social Research, George Washington University, Albion College. Formerly; with Lord and Taylor, New York; Metro-Goldwyn-Mayer, California. Presently: Instructor in Fine Arts Department, Teachers College, Columbia University. Free-lance designer.

Mary Owen Cameron

Social Science

A. B., A. M., Ph. D., University of Indiana. Formerly: Research Assistant in Sociology and Instructor in Sociology, University of Indiana; Director of Recreational Therapy, Logansport (Indiana) State Hospital.

Patti Childers

Clothing, Consumer Education

B.S., A.M., New York University. Designer of women's apparel, custom made and manufactured, California and New York. Formerly Instructor: Pratt Institute; New York University; College of the City of New York; Parsons School of Design.

Mary Houston Davis

English

A.B., University of California; A.M., Columbia University. Graduate study, University of Paris; Doctoral study, Columbia University. Formerly Instructor: Brooklyn College; Columbia University.

Margaret Decker

Physical Education

Graduate, Bouve School of Physical Education. Formerly Instructor: St. Mary's School, Peekskill, New York; Santa Barbara School, California; Kent Place School, Summit, New Jersey. Overseas with American Red Cross.

Henri Deering

Piano

Pupil of Philipp, Paris; and Artur Schnabel, Berlin. Soloist with major orchestras in United States, including New York Philharmonic. Master classes, University of North Carolina.

Anita de Mars

Station Operations, Radio Script Writing

Advanced study, Columbia University School of Music, Northwestern University, New York University. Study with Earl McGill, Margaret Lewerth, and C. Midgely. Formerly: Program Manager of Radio Station WABF, New York; Program Builder and Transcription Operator, WBBM-CBS, Chicago; Assistant Sales Manager, Metropolitan Broadcasting and Television Service. Writer of radio series, Events in American History, An Hour at the Metropolitan, and Biography. Producer of the Edward Tatnall Canby Program. Music editor of Music at Home.

Marie de Reineck

Interior Decoration

Graduate, Junior College of Flat River, Missouri, and New York School of Interior Design. Formerly: Instructor, New York School of Interior Design; New York University. Director, Claymna School of Design. Member, American Institute of Decorators.

Beatrice Desfosses

Speech Consultant

Graduate, MacDonald College, McGill University. Pupil of: Maggie Teyte; Camille Decreus, Paris; Mavrogordato, London; Margaret P. McLean; Dr. George A. Kopp, Columbia University. Concert and radio appearances in London and Montreal.

Virginia Downsborough

Teacher-Director, Nursery School

A. B., Douglass College, Rutgers University. Graduate, Bank Street College of Education; New York State certification in Early Childhood Education. Formerly: Director of Community Nursery School, Metuchen, New Jersey; Nursery School teacher, Counseling Child Development Center, New York City, and Sarah Lawrence College Nursery School.

Morris N. Eagle

Psychology

B. S., M. A., City College of New York; Doctoral study, New York University. Formerly: Instructor, City College of New York; Psychology Intern, Veterans Administration; Fellow, Psychology Department, City College of New York; Research Assistant, College of Physicians and Surgeons, New York.

Johan S. Egilsrud

English, Philosophy, Comparative Literature

A. B., A. M., University of Minnesota; Ph. D., University of Paris. Formerly Instructor: College of the City of New York; University of Minnesota.

Jean Ellis

History

A. B., Bryn Mawr College; D. Phil., Oxford University. Fulbright Scholar.

Rodney O. Felder

Mathematics and Business Training

B. S. C., New York State College for Teachers; M. A. and Doctoral study, Columbia University. Formerly Instructor: Worcester Central School, Worcester, New York; Morristown Central School, Morristown, New York; Santa Barbara Junior College.

Sam Fischer

Art

Graduate, Cooper Union; B. F. A., Bradley University; M. F. A., State University of Iowa. Student: National Academy. Fulbright Scholar. Fellowships: Bradley University, State University of Iowa. Exhibited in Italy and the United States. Formerly Instructor: Bradley University, State University of Iowa.

Carol Garnett

Nursery School

A. B., Finch College.

Jessie Griswold

Business Techniques

Graduate, Finch School; Erie Business College. Formerly Instructor: Erie Business College; Executive Secretary, Finch Alumnae Association; Head of Placement Bureau, Finch Junior College.

Margaret J. Hall

Speech

A. B., Barnard College. Graduate Study: Columbia University, Northwestern University. Formerly: Assistant in Speech, Barnard College, Columbia University Extension; Instructor in Speech, Columbia University School of Business; Head of Speech Department, Pembroke College, Brown University.

Mildred E. Kamner

Hygiene

A. B., University of Buffalo; A. M., Ph. D., Columbia University; M. D., Long Island College of Medicine. Formerly: Research Assistant, New York Post-Graduate Medical School, Columbia University; Assistant in Chemistry, Barnard College; Intern in Medicine, New York Post-Graduate Hospital; Fellow in Surgery, Long Island College of Medicine; Assistant Resident in Medicine, Long Island College Hospital; Fellow in Medicine, New York Post-Graduate Medical School. Presently: Assistant Attending Physician, University (formerly N. Y. Post-Graduate) Hospital; Instructor in Clinical Medicine, Post-Graduate Medical School of New York University; Clinical Assistant Visiting Physician, Bellevue Hospital.

Elizabeth Killiam

Music

A. B., Radcliffe College; Solfege diploma, Longy School of Music, Cambridge, Mass.; Harmony with Mlle. Nadia Boulanger, American Conservatory of Music, Fontainebleau, France; Surette Summer School of Music, Concord, Mass.; Choral conducting under Prof. G. Wallace Woodworth, Harvard University; Studied singing in Germany, France, Italy; Pupil of Madame Elisabeth Schumann, formerly Assistant to Madame Schumann.

Lydia Nadejina-Krinkin (on sick leave)

Art History, Asiatic Culture

Graduate, Historico-Philological Department, Women's University, and the Pedagogical Institute of Froebel, Kiev, Russia. Formerly: Assistant to Professor W. Bogoraz, Special Research Commission, Institute of Anthropology, Leningrad University. Archaeological Expeditions: Serbia, Turkey, Italy, Moscow Restoration Workshops. Research Associate, Art and Archaeology Departments: Princeton University, Fogg Art Museum, Harvard University. Associate Professor, Iranian Institute. Lecturer: Columbia University, Hunter College, New School for Social Research. Art critic, editor.

Leon Kroll

Visiting Critic

Student: Art Students' League; National Academy. Pupil of Jean-Paul Laurens, Paris. A. N. A., 1920; N. A., 1927; National Institute of Arts and Letters, 1930. President, American Society of Painters, Sculptors and Gravers, 1931-35; American Academy of Arts and Letters, 1948; Chevalier Legion of Honor, France, 1951.

Alice Langellier

French

B.S., A.M., University of Wisconsin, Doctoral study, Columbia University, University of Wisconsin. Formerly Instructor: University of Wisconsin.

Betty Low

Dance, Body Movement

Baccalaureat ès Lettres, Congregation de Notre Dame, Ottawa, Canada. Student of Kschessinska and Legat. Formerly: Member of Birmingham (England) Repertory and of Ballets Russes de Monte Carlo as soloist in world tour. Principal dancer in Broadway performances: "Bloomer Girl," "Lend an Ear" and "Great to be Alive." Dramatic roles in "Antony and Cleopatra," "Ring Round the Moon" and in television shows. Stage director and choreographer of "Ring Round the Moon" and "Down in the Valley."

Ralph Magelssen

Voice

A. B., University of Minnesota; Recipient of Julliard Foundation Extension scholarship. Further study and concerts in Germany and Italy. Member of New Opera Company, New York City, Leading roles in Broadway productions. Operetta and concert appearances throughout United States and Canada.

Margaret Maxwell

History

A. B., Washburn College; A. M., Wellesley College; Ph. D., New York University. Formerly Instructor: Washburn College; New York University; Hunter College.

Thomas S. Mendenhall

Science, Mathematics

A. B., Marietta College; M. A. and Doctoral study, Columbia University. Formerly Instructor: Tarsus American College, Turkey; The Kingswood School; United States Army Intelligence School, Ft. Riley, Kansas.

Veronica K. Milan

Home Economics

Graduate, Geneseo State Normal School; B.S., New York University. Graduate study, Fordham University. Formerly instructor: New York University.

Iris Wessel Mueller

English

A. B., A. M., Washington University; Ph. D., University of Illinois. Formerly: Teaching Fellow, University of Illinois.



Sandor Nagy

Fencing and Skiing

Graduate of The Royal Hungarian Physical Culture Academy of Budapest. Formerly: Fencing Instructor, County Theatre, Suffern, New York; Instructor and Demonstrator in Fencing and Skiing on Television. Presently: Fencing Instructor, American Academy of Dramatic Art; Neighborhood Playhouse School of the Theatre; Studio for the Theatre.

William Post, Jr.

Radio and Television

Ph. B., Yale University. Graduate study, American Laboratory Theatre School of the Drama. Leads and character parts on Broadway and in motion pictures. Director of Little Theatre groups. Presently active in radio and television featured and starred roles.

Hugh E. Potts, 2nd

Science

Litt. B., Rutgers University; M.Sc., Ph.D., New York University. Formerly: Teaching Fellow, New York University; Associate Professor of Biology, Pennsylvania College for Women.

James Gilmour Ranck

Philosophy, Religion

A. B., Asbury College; B. D., Asbury Theological Seminary; A. M., University of Kentucky; Ph. D., Drew University. Doctoral study, Columbia University. Pilling Fellow in Philosophy of Religion, Oxford University and University of Zurich; U.S. Public Health Service Research Fellow in Clinical Psychology; Intern in Clinical Psychology, Veterans Administration. Formerly: Chaplain, U.S. Navy; Assistant Professor of Philosophy and Psychology Asbury College; Professor of Philosophy and Religion, Stephens College.

Joan Reynolds

Art History

Diploma, Finch College, B.S., A.M., Columbia University. Study at Parsons School of Design and Duke University. Formerly: Assistant Designer, Eaton Studios, New York.

Gladys Witt Romanoff

Social Science

A. B., A.M., Columbia University. Formerly Director: Volunteer Child Care Training Course, Quaker Emergency Service. Lecturer on Parent Education, National Council on Family Relations.

Ray Senior

Italian, Spanish

Graduate, Finch School; B.S., A.M., Columbia University. Doctoral Study, New York University. Formerly Instructor: Lenox School.

Otto Seyfert

Music, Piano

Graduate, Gymnasium auf der Uhlenhorst, Hamburg (Abiturium).  
 Student: Hamburger Conservatorium der Musik, Hamburger Klavierakademie.  
 Formerly: Opera conductor at Hamburg, Leipzig, Dresden, Aachen; head  
 of the opera at Landestheater Schwarzburg-Sondershausen; Head of the  
 opera department at Radio Stuttgart. Compositions, orchestra, and choir  
 arrangements published and recorded. Extensive touring in U.S.A. as  
 conductor and as accompanist for Lauritz Melchior, Tito Schipa, and  
 others. Presently: Music director of orchestra and chorus of the Lieder-  
 kranz Society, New York

Wayne Shirley

Reference and Chief Librarian

B.S., Dartmouth; B.L.S. Pratt Institute. Formerly: First Assistant,  
 Economics Division, New York Public Library; Librarian, University of  
 New Hampshire; Head of Science and Technology Reference Room, Librarian,  
 Dean of the Library School, Pratt Institute. Memberships: American  
 Library Association, American Library History Round Table Chairman  
 1946-; Association of American Library Schools President 1950-51.

Dorothy H. Staples

Catalog Librarian

B.S., Simmons College. Graduate study, Columbia School of Library  
 Service. Formerly: Huntington Library, Oneonta, New York; Union College  
 Library; City and School Library, Oswego, New York.

Louise Stinnett

Painting and Drawing, Applied Design

Christian College; Graduate, Pennsylvania Academy of Fine Arts and  
 recipient of William Emlen Cresson European Traveling Fellowship;  
 Graduate study, Pennsylvania Academy, New School for Social Research,  
 National Art School. Ceramics at Inwood Potteries. Pupil of Daniel  
 Garber, George Harding, Ionas Lie, Leon Kroll. Exhibited nationally.

Wallace J. Tomasini

Art History

A.B., A.M., Ph.D., University of Michigan. Formerly: Teaching  
 Fellow and Instructor, University of Michigan; Research Bibliographer,  
 New York Public Library. Belgian Government Fellow in Art History;  
 Fulbright Scholar.

## STATEMENT OF PRINCIPLES

## American Association of University Professors

In June, 1948, Finch College adopted as its policy on academic freedom the definition of academic freedom as set forth in the "Statement of Principles" endorsed by the American Association of University Professors on December 28, 1941, to wit:

- (a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other duties.
- (b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institutions should be clearly stated in writing at the time of appointment.
- (c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

## SOME STUDENT ACTIVITIES

## Curricular and Extra-Curricular

The following is a list of some of the major student activities at Finch which have qualities of human and community appeal, and thus spark the educational program:

Courses in both Fine Arts and Commercial Art are highlighted by contact with practicing artists in these fields. Students not only visit the many excellent art museums of New York on special assignments but participate in seminar discussions conducted by visiting critics in our own studio. Also, as a result of the professional associations enjoyed by members of the art department, students are often invited to the private studios of personalities renowned in the art world.

ART: FINE AND  
COMMERCIAL

In addition to the usual typing and shorthand courses, designed to make good secretaries, certain other elements in business technique are offered at Finch. To equip the student to manage her financial affairs intelligently, courses are given in income management, principles of economics, and principles of law in relation to business and family life. In connection with this last course students make frequent visits to courts in the city.

BUSINESS  
TECHNIQUES

Each Finch student majoring in Home Economics has two weeks' experience in practical housekeeping in the model apartment, living there with another student. The two plan their menus in relation to a definite budget, do their own marketing and cooking, and entertain their friends and families. As a practical application of the course in Nutrition, an interesting project is sometimes executed by two senior Home Economics students. Two children recommended by East Side House come to the college every day for one week and are served three meals daily by the two students, who join the children at the meals and act as day-time "parents." The food budget for the "family" of four is the same as that currently fixed by the Welfare Department of the city of New York for an unemployed family of four. Interest in this project is heightened by the cooperation given by students of speech, who tell stories to the children, and by students of social science, who make analyses of the project in terms of family living.

HOME  
ECONOMICS

This course is exceptional for the many advantages resulting from accessibility to large department stores, factories, and mills, which are often visited by students, led by their instructor, who is herself engaged professionally in merchandising on the highest level. Other experts in industry and the business world are brought to the College to speak to students on current merchandising practices. Courses in Costume Design are deemed important in the pursuit of a merchandising career and are offered at Finch by a practicing expert in the field.

MERCHANDISING  
AND  
COSTUME DESIGN

SOME STUDENT ACTIVITIES  
continued

## MUSIC

The study of theory and applied music is supplemented by recitals and concerts presented by distinguished musicians who appear in the college theatre at frequent intervals. Programs are planned to stress a composer, a period, an unusual instrument, or a special type of music. The Chorus and Opera Workshop course gives students practical experience in producing complex and beautiful music through various media. In addition, students attend performances at the Metropolitan Opera House and at Carnegie Hall, at both of which Finch has maintained a box for many years.

RADIO and TV;  
ACTING  
TECHNIQUES

Students in this course gain practical experience in the College radio broadcasting studio and frequently visit the leading New York studios to secure first-hand knowledge of broadcasting and telecasting techniques. Through the professional contacts of the two instructors--both engaged in work with the largest national stations--students appear on programs that are beamed to the nation. Allied with the Radio and Television course is the study of acting, in which are integrated techniques of the theatre, radio, and motion pictures. Students play leading roles in plays presented in the College theatre. Also stressed in this course are speech and body movement, both important in stage and radio-television careers.

## SPEECH

Convinced that good speech is a key to personality development and to the achievement of successful relationships in a profession, in the home, and in voluntary community activity, Finch College offers every student an opportunity to improve her speaking voice. Each new student has her voice recorded during the registration period, and the instructor recommends courses based upon individual needs. Speech students derive both experience and enjoyment in telling stories to children in hospitals and settlements. Training in public speaking and discussion procedure is gained in the Speaker's Club, which is organized each year that circumstances permit. This project culminates in the complete carrying through of a public dinner: introduction, toasts, presentation, acceptance of office, after-dinner speech, and closing remarks.

FINCH COLLEGE  
NURSERY  
SCHOOL

Opportunity to observe and work with children at the Finch College Nursery School is afforded students majoring in Child Study, who use the School as a laboratory in connection with their classroom work. All students of the College, however, may participate in the Nursery School's activities. For instance, students of Home Economics, Art, Music, and Speech assume responsibility for pertinent aspects of the program. In short, the Finch College Nursery School is an all-college project that simultaneously benefits the community and provides an outlet for impulses of social responsibility.

SOME STUDENT ACTIVITIES  
concluded

35

Individual sports and activities are stressed for the student to enable her to continue them after college, no matter what her career may be. With Central Park only a few minutes away, there is ample opportunity for riding, tennis, and skating. A regular program of sports is carried on throughout the year. The college gymnasium is used for dancing, fencing, badminton, and posture correction; a private pool for swimming; a bowling club for bowling; the Manhattan Riding Club for instruction in horsemanship.

PHYSICAL  
EDUCATION  
AND  
SPORTS

Opportunity for exchange of ideas is provided in the weekly Assembly. Students are encouraged to express frank opinions and to make suggestions regarding college policy. The Assembly is, in a sense, a "family" gathering for the purpose of clarifying, correlating, and crystallizing the course of college affairs. Noted lecturers and speakers on timely subjects often appear as guests.

ASSEMBLIES

A number of student organizations offer valuable experience in accepting and carrying out responsibility. Chief among these are the Student Councils and the Joint Policy and Honor Board. Community responsibility is fostered through voluntary service in welfare agencies, work in the Finch College Nursery School, and in similar activities of a nature effective in developing awareness of social responsibility.

ASSUMING  
RESPONSIBILITY  
COMMUNITY  
SERVICE

A forum of immense orientation value is the Colloquium, held once a week, at which members of the faculty appear in turn and describe the specific contributions of each discipline to the making of a modern educated woman. They also point out the relationship of each field of knowledge to other fields. Students' questions, invited at the close of the instructor's informal talk, reveal original and intelligent thinking. For many of the students the Colloquium discloses latent interests in subjects previously unknown to them; for others, it confirms and broadens the choices of interest which they have already made.

COLLOQUIUM

Frequent visits are made to the United Nations, only a few minutes away from the College. Students attend General Assembly meetings and those of the various Councils and Committees and occasionally meet diplomats from every corner of the world, with the result that students gain insight into the broader horizons of world affairs. Language students find particularly interesting the ear-phone device which is used for simultaneous interpretation of the delegates' speeches into French, English, Spanish, Russian, and Chinese.

UNITED NATIONS



## SCHOLARSHIPS

**JESSICA G. COSGRAVE SCHOLARSHIPS.** These scholarships, of which there is a minimum of two, are available to daughters of Finch alumnae. Applications for these scholarships must be made in writing and sent to the chairman of the alumnae Jessica G. Cosgrave Scholarship Board. Acceptable applications for these scholarships must meet the admission requirements of the college and must in addition meet the requirements of the alumnae Jessica G. Cosgrave Scholarship Board. The principal Jessica G. Cosgrave scholarship is in the amount of \$600.00. The second scholarship ranges in amount from \$400.00 to \$600.00 and the third scholarship, whenever it is awarded, is in the minimum amount of \$200.00. These scholarship stipends represent the income from the Jessica G. Cosgrave Endowment Fund which has been built up through the years from the net proceeds of the annual Finch Ball run by the students of Finch College and from yearly contributions made by the alumnae.

**ELIZABETH KINNAIRD SIMPSON SCHOLARSHIP.** This scholarship has recently been established by fellow alumnae and other friends as a memorial to a Finch alumna of the Class of 1950 who was tragically killed in an automobile accident in 1951. Acceptable applicants for this scholarship must have completed at least one year of work at Finch College, and in addition must possess in marked degree the qualities of the alumna memorialized: high academic aims and achievements; deep devotion to the welfare of the college; wide interests and sympathies in personal relationships. Applications for this scholarship must be made in writing and sent to a committee composed of the chairman of the faculty (also chairman of the Simpson Scholarship Committee), the guidance counselor, and the dean of the college. The committee in turn selects from the applications those which are to be submitted to the Joint Honor and Policy Board, which makes the final selection. The amount of the scholarship is determined annually by the interest from a fund to which all friends of the College are invited to contribute. In 1955-1956 the Elizabeth Kinnaird Simpson Scholarship stipend will be \$250.00.

**GRANT-IN-AID.** The College offers an occasional grant-in-aid to worthy students who are in financial need. A grant-in-aid student is expected to give assistance in the college offices, bookshop, library, or in sports, not exceeding five hours per week. This work is of definite advantage to the student, since it provides the training and experience which are so necessary in obtaining employment. Others than a recipient of a grant-in-aid often volunteer for such work because of advantages they receive from this training. An application for a grant-in-aid can be considered only after a person's application for admission to the college has been approved. Applicants for a grant-in-aid must execute the proper form, secured from the office of the Director of Admissions, and submit it to the Grant-in-Aid Committee (composed of the chairman of the Educational Policy Committee, the guidance counselor, and the bursar).

ONE OF THE PRESSING FUTURE NEEDS OF THE COLLEGE IS FOR MANY MORE SCHOLARSHIPS. THE YEARLY BUDGET SHOULD INCLUDE A LARGE ITEM FOR THIS PURPOSE.

DURING THE PAST FEW YEARS, PERSONAL GIFTS HAVE MADE IS POSSIBLE FOR FINCH TO OFFER SCHOLARSHIPS TO SEVERAL KOREAN STUDENTS. THROUGH THE EFFORTS OF THE COLLEGE, OTHER KOREAN GIRLS HAVE BEEN PLACED IN NEARBY COLLEGES. THIS EXPERIENCE HAS BEEN CARRIED OUT IN COLLABORATION WITH THE KOREAN AMBASSADOR TO THE UNITED STATES AND THE AMERICAN-KOREAN FOUNDATION, OF WHICH PRESIDENT DE MARCO IS AN OFFICER. KOREAN STUDENTS WHO HAVE RECEIVED DEGREES FROM FINCH COLLEGE HAVE RETURNED TO THEIR OWN COUNTRY TO HELP WITH THE RECONSTRUCTION OF KOREA.

FINCH COLLEGE IS VERY EAGER TO EXTEND THIS TYPE OF EDUCATIONAL ASSISTANCE TO STUDENTS OF OUR OWN AS WELL AS OTHER LANDS.

## SOME FINCH ALUMNAE

## Their Interests

The Alumnae Association has its headquarters in the newly established Alumnae and Public Relations Center situated at 60 East 78 Street. The Association welcomes former Finch students to active membership. Its interests in the general welfare of the College operate through representation on the Board of Trustees, through scholarships, and through the publication of alumnae and college news. In this and other countries throughout the world, selected alumnae suggest student recruits for Finch and act as Admissions Correspondents.

In a survey of the activities of Finch graduates during a five-year period, 1950-1954, a significant correlation was noted between the choice of majors and the occupations of the graduates.

It is most significant, too, to note the large percentage of graduates who marry and become homemakers throughout the 28 states, the District of Columbia and three foreign countries as shown by the survey.

Less than 4 years out of college, 35 (76 per cent) of the graduates who replied to the questionnaire have married and have a total of 32 children.

Less than 3 years out of college, 20 (63 per cent) of the graduates who replied to the questionnaire have married and have a total of 13 children.

Less than 2 years out of college, 10 (39 per cent) of the graduates who replied to the questionnaire have married and have a total of 5 children.

Less than 1 year out of college, 5 (21 per cent) of the graduates who replied to the questionnaire have married.

These married graduates, as educated women, are assets to the various communities in which they live and rear their families. The objective of preparation for family living and community service seems important in light of these findings.

Our plan for follow-up includes a periodic survey of this kind, expanded to include specific information on service to the community and perhaps an evaluation of college experience in relation to activities as an adult.

## SURVEY OF FINCH GRADUATES

Class of 1950

Total number requested	90
Total responses	44
Married	6
Single	38
Engaged	
Attending another college	17
Employed	22

	Major
1. Assist. to Dir. of Speaker's Bureau, United Foundation	F. A.
2. Salesgirl, Cherry & Webb Co., Volunteer Hospital Worker	Merch.
3. Secretary to an Advertising Agency	Bus.
4. Steno. Prov. Trust Co.	Bus.
5. Sec. Finch Jr. College	Bus.
6. Toy lady 2 hrs. wk. Childrens Hospital & Nurses Aid 3 hrs. wk. Convalescent Home	Radio
7. Being groomed by father for his business	C. T.
8. Cattle Rancher in Florida	Art
9. Ass't to Athletic Dir. Finch & Waterfront Director Herald Trib. Fresh Air Fund	H. E.
10. Ass't Finch Music Dept.	Radio
11. Ass't Art Department, Finch	Art
12. Mary Diehl Agency, Personnel Interviews	Radio
13. Tomlinson's Ready to Wear	C. D.
14. Acting in England, Arthur Brough Co.	Radio
15. Vol. Florence Crittendon League, Boston	H. E.
16. Am. Nat. Bank Transit Dept.	C. D.
17. Sec. Cruikshank Co. (Real Estate)	
18. Jr. League and Social Work	H. E.
19. Volunteer Work	Art
20. Charity Work "Aux. Mothers Milk Bank Inc."	H. E.
21. Salesgirl Bonwit Teller	Eng.
22. Modeling and selling at Milgrim's	Music

## States Represented

California	2
Connecticut	2
Florida	1
Massachusetts	2
Michigan	1
N. Carolina	1
N. Mexico	1
New Jersey	2
New York	6
New York City	14
Ohio	2
Penna.	4
Rhode Is.	1
Texas	3

## Foreign Countries

England	1
Switzerland	1

SURVEY OF FINCH GRADUATES

Class of 1951

Total Number Requested	88
Total Responses	46
Married	35
Number of children	32
Single	10
Engaged	1
Attending College	17
Employed	12

	Major
1. Salesgirl and Buyer, Kings Ltd., Miami Beach Sample Model, Kiviette Gowns	Gen. Acad.
2. Secretary to a Physician	H. E.
3. Model and Toy Business	Gen. Acad.
4. Secretary, Walt Disney Productions	H. E.
5. Secretary, TV Time Buyer, Lennen & Newell	Business
6. Teacher 2nd gr. Park School, Brookline, Mass.	H. E.
7. Pediatric Ass't (Volunteer) New Haven Hosp. Visiting Nurse (Volunteer)	H. E.
8. Working on F. D. A. Acc't. J. Walter Thompson	Comm. Art
9. Ass't Buyer, Specialty Shop Hotel Receptionist, Florida Helping in Father's Business until March Marriage	Mdse.
10. Model, Maria Krum Fashion Editor, Mayfair Magazine Designer and Salesgirl, Livingston Gowns, Inc.	Gen. Acad.
11. Model, Hart Agency Nursery School Teacher, Egmont School	English
12. Literary Consultant, The French Institute	Gen. Acad.

Of the 35 married graduates four list present occupations as: (1) model and toy business, (2) sales and designing, and (3) visiting nurse (volunteer), (4) teacher 2nd grade.

Many of the 28 married graduates who list their present occupations as homemakers were employed previous to marriage. Their former employment record follows:

1. Advertising Statistics, Louisville Courier Jour.	Gen. Acad.
2. General Office Work, Lennen and Mitchell	Radio TV
3. Promotional, Owens-Corning Fiberglas Corp. Teacher, Day Nursery	Gen. Acad.
4. Office Nurse and Receptionist, New Rochelle	Gen. Acad.
5. Public Relations Ass't, Steuben Glass Secretary, American Red Cross Secretary, Agric. Dept. of San Luis Obispo, Cal.	Comm. Art
6. Head of Cooperative Adv. Dept., Decca Records	Gen. Acad.
7. Secretary, Owens-Corning Fiberglas Corp. Secretary, Doctor's Office, North Carolina Secretary, Yale Graduate School	Business
8. Secretary, C. D. Robbins and Co.	Gen. Acad.
9. Children's Buyer, Georg Jensen, Inc.	Gen. Acad.

States Represented		Foreign Countries	
California	3	Mass.	4
Connecticut	3	New Jersey	2
Florida	2	New York	13
Illinois	2	N. Y. C.	8
Louisiana	2	Penna.	2
Maryland	1	Virginia	1
		Texas	1
		Canada	2

## SURVEY OF FINCH GRADUATES

## Class of 1952

Total Number Requested	81
Total Responses	32
Married	20
Number of Children	13
Single	11
Engaged	1
Attending College	8
Employed	11

Occupations

1. Dancer, Casa Seville Dancer, Monte Carlo Dancer, "On Your Toes"	Major Dramatics
2. Secretary to Vice Pres., Cambridge Trust Company, Massachusetts	Gen. Acad.
3. Nurse, Emergency Hospital (Washington, D. C.)	Soc. Sc.
4. Secretary, Mutual Broadcasting Co. Public Relations Work, David O. Alber Assoc. Public Relations Work, Ted Worner & Assoc.	Business
5. Kindergarten Teacher, Woodmere Academy	Soc. Sc.
6. Secretary, Burdett Oil Company	Gen. Acad.
7. Leader (Volunteer) Girl Scout Troup O. T. Ass't, V. A. Hospital Also active in Church and Junior League	Soc. Sc.
8. Secretariat Member, United Nations	Gen. Acad.
9. Teacher (Grade 2) East Meadow District	Retail-Mdse.
10. Teacher (Math) Bolton School (Boston)	Gen. Acad.
11. General Ass't., New Parsons Theater Production Props, Westhampton Playhouse Library Assistant, Upsala College	Radio-TV

Of the 20 married graduates two list present occupations as (1) library assistant and (2) volunteer Girl Scout Leader. Several of the other 18 married graduates were employed previous to marriage as follows:

1. Secretary to President, Electronics Corp.	Gen. Acad.
2. General Office Work, Broadway Offices	Drama
3. Secretary, Ronald Publishing Company	Business
4. Secretary to Director of Accts. Blue Cross	Business
5. Secretary, Advertising Agency Secretary to Chief Engineer, Intern'l Paper Co.	Business
6. Receptionist-Switchboard, Controller Inst. of America	Gen. Acad.
7. Jill of All Trades, The Island Studio (Int. Dec.)	Gen. Acad.

States Represented

Alabama	1	New York City	9	Washington, D. C.	1
Connecticut	3	New York	5		
Florida	2	Ohio	2		
Massachusetts	2	Pennsylvania	2		
Missouri	1	South Carolina	1		
New Jersey	2	Virginia	1		



## SURVEY OF FINCH GRADUATES

## Class of 1953

Total Number Requested 66  
Total Responses 26

Married 10  
Number of Children 5

Engaged  
Single 16

Attending another college 7

Employed 10

Occupations

1. Assoc. Editor, "Textiles Industries"

2. Secretary, RKO Radio Pictures

3. Actress, NBC Television (8 weeks)  
Model, Henri Bendel

4. Staff Member, Harpers Bazaar

5. Medical Record Librarian, Manhattan  
Eye, Ear, Nose, Throat Hospital

6. Actress, Summer Stock, Conn.  
TV roles

7. Receptionist, Kenyon & Eckhart  
Receptionist, Music Corp. of America  
Volunteer Work with children at Godmother's League

8. Teacher, Colonial Nursery School

9. Legal Secretary, Air France  
Bi-lingual Secretary, George Lederman, Inc.

Major

Business  
Gen. Acad.  
Gen. Acad.

RadioTV  
H. E.

Drama

Gen. Acad.

Gen. Acad.  
French

Previous to marriage, one graduate listed her occupations as follows:

1. Secretary, Columbia Broadcasting System  
Typist, Radcliffe College

RadioTV

States Represented

California 1  
Connecticut 2  
Georgia 1  
Kentucky 1  
New Jersey 3  
New York City 12  
New York 2  
North Carolina 1  
Tennessee 1  
Texas 1

Foreign Countries

England 1

## SURVEY OF FINCH GRADUATES

Class of 1954

Total Number Requested	83
Total Responses	24
Married	5
Engaged	1
Single	18
Attending another college	6
Employed	11

Occupations:

	<u>Major</u>
1. Secretary to Buyer, Country Clothes Lord and Taylor	C. D.
2. Ass't Teacher, Finch Nursery School	Child Study
3. Model & Assistant to Hannah Troy, Jobere Dresses	C. D.
4. Actress, TV - Lead in Kraft Theatre Prog. Dec. 30	RadioTV
5. General Secretarial, Metropolitan Opera Fund	Bus. Tr. Eng.
6. Office Detail, International Trust Co. Bank	Gen. Acad.
7. Director of Secretaries, Angell Animal Hosp.	Business
8. General, New York Telephone Co. Active in Albany Junior League and member of group starting first Albany Civic Theater	Child Study
9. Secretary, Yale Child Study Center	Gen. Acad.
10. Credit Writer, Saks 5th Avenue	Gen. Acad.
11. Receptionist-Copy Girl, Time, Inc.	C. D.

Current students

1. Columbia University (General Studies)	Gen. Acad.
2. Tufts College (Nursery Tr. Sch. of Boston)	Child Study
3. D. T. Watson School of Physiatics	Bio-Science
4. University of Oklahoma	Art
5. University of Kentucky	C. D.
6. University of North Carolina	Gen. Acad.

States Represented

Colorado	1	Canada	1
Connecticut	3		
Kentucky	1		
Mass.	2		
New York C.	7		
New York	3		
North Car.	1		
Oklahoma	1		
Penna.	2		
Texas	1		

INSTITUTIONS TO WHICH GRADUATES OF THE PAST FIVE YEARS  
HAVE GONE FOR ADVANCED STUDY, SHOWING THE NUMBER  
ENTERING EACH INSTITUTION

A Survey based on 320 Finch Junior College graduates of 1950-54

<u>Name of Institution</u>	<u>No. of Students</u>	<u>Name of Institution</u>	<u>Number of Students</u>
<b>Universities</b>		<b>Colleges</b>	
Arizona	3	George Peabody	1
Brown (Pembroke)	1	Georgian Court	1
California (L. A. & Berkeley)	3	Hofstra	1
Cincinnati	2	Hunter	1
Colorado	1	Margaret Morris Carnegie	1
Columbia		Mills	1
General Studies	13	Mills Col. of Education	3
Barnard	6	New Jersey State T. C.	1
Connecticut	1	Simmons	1
Cornell (Nursing)	1	Tufts (Nursery Training School of Boston)	1
Denver	1	Upsala	1
Finch Upper College	42	Vassar	1
Hawaii	2		
Kentucky	2	<b>General</b>	
New Mexico	1	Berkeley Secretarial Schl.	1
New York	2	Fashion Academy	1
North Carolina	4	Katharine Gibbs Secretarial Schools	6
Oklahoma	1	Merchants & Bankers Bus. & Secretarial Schl.	1
Texas	5	N. Y. Sch. of Interior Des.	1
Trinity	1	Reid Hall (Paris, France)	1
Tulane (Newcomb)	1	Parsons Schl. of Design	2
Vanderbilt	1	Pratt Institute	1
Washington (State Univ.)	1	Tobe-Coburn Schl. for Fashion Careers	1
Yale	1		
Detroit	1		
		<b>Total</b>	<b>126</b>
			<b>(39.3%)</b>

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No standardized or professional examinations are given. Consideration is being given to administering the Sophomore Testing Program of the Educational Testing Service. After discussing the feasibility of using the Graduate Record Examination now that we have fourth year students, the faculty recommended against its use.

## 'Must Cut Class Size In College'

By DOLORES WALDORF  
Call-Bulletin Women's Club Editor

Decentralization of huge college classes should be an immediate necessity, according to Dr. Roland De Marco, president of Finch College. For, if it isn't done soon, the war-boom baby crop will enter college five years hence to complicate the problem.

Not that Dr. De Marco actually believes decentralization, the breakup of today's huge classes, is inevitable, however. Merely that in his opinion it will be the only way of preventing graduates, who wear only the labels of education. Apparently, a sort of education by remote control with the professor depending on loudspeakers to reach his listeners.

"In the large, meaningless classes of so many universities and colleges, students listen just enough to take notes. They memorize those notes," said Dr. De Marco during a press conference at the Mark Hopkins Hotel.

"The tendency during lectures is to day dream, to think about everything else. There is no person-to-person contact. Nor does the breakup of the over-large class into sections solve the problem. The students do not have the major professor to whom they are entitled but a graduate student. This is like the blind leading the blind."

Dr. De Marco, president of Finch College, New York City, a women's college with 250 students as top capacity, believes that too many people go to college today because it is the accepted custom or because they fear they cannot get jobs without the college label.

Nor does Dr. De Marco care much for rigid college requirements, especially for women.

"By the time a girl has met the hidebound requirements and gotten ready to prepare for even a semi-professional career she is either about to be married or so frustrated in her attempts to prepare for a career that she has lost interest," he says.

At Finch, formerly a two year college with a mingling of vocational and liberal arts courses, girls may decide mid-stream of a new four year program what to do about the future, according to Dr. De Marco.

## Finch President Describes College 'Plan of the Future'

By CLAIRE LEEDS

BY CAPITALIZING on the mistakes of the past, Finch College has evolved "the plan of the future" for American women's colleges in the opinion of its president, Dr. Roland De Marco.

Surrounded by women reporters at the Top of the Mark yesterday, Doctor De Marco, whose crew haircut and broad shoulders give him the appearance of a football player rather than a college president, said:

"Nobody needs to be told how many girls leave college at the end of two years to marry, or to prepare for a career. The statistics speak for themselves.

"But how many colleges allow women the opportunity to explore their aptitudes during the first two years, and then decide whether or not they want to go on with an aca-

demie education?" he asked.

Finch College, which is located in the heart of New York City, Doctor De Marco explained, combines the advantage of two year colleges along with those of a four year academic institution.

The plan works this way:

During the first two years, a student chooses courses in dramatics, costume design, commercial art, business or music, along with academic subjects. These vocational courses are taught by capable professionals who, the Finch president points out, are readily available to the college because of its metropolitan location.

After she completes the junior college phase of Finch, a student may then go on to the upper college, which is entirely devoted to academic subjects.

Finch does not close its doors to graduates of junior colleges in other parts of the country because they have specialized in

vocational courses, Doctor De Marco added. Instead, they are allowed credit for those courses, he said.

Comparing this program with that of other colleges, De Marco charged that the idea that "the same kind of college education is the best kind for every student" is a fallacious one.

"Today, more people than ever before assume they should go to college because it's the thing to do," he declared. "And too few enter college because they really want to learn something."

Doctor De Marco, who is here to meet with Bay area alumnae of the college said that he is not necessarily here in search of more enrollees for Finch.

"It is a small college with an enrollment of only 250. So we are interested mainly in finding the right kind of girl for Finch, and then giving her the right kind of education."

San Francisco Examiner, March 25, 1954

Father of three youngsters, the youngest a girl, and reared in a family with seven sisters, Dr. De Marco believes that college entrance boards should assume that a girl is going to be married by the end of her second year or about to prepare for a specific career.

"That is why we have set up two two-year programs at Finch, instead of a straight four year course," he said.

Dr. De Marco, who has been president of Finch since 1949, formerly was a history professor, leaving Columbia University's history department in 1948 to join the Finch faculty.

"I had about made up my mind to quit teaching," he said. "Classes of from 50 to 100 students were frustrating. It may be expensive to assign a full professor to every seven students as we do at Finch but the give and take is stimulating to teacher and student."

Dr. De Marco will remain in San Francisco until Saturday, visiting with Finch alumnae and attending meetings of the American-Korean Foundation, of which he is an executive vice chairman.

San Francisco Examiner  
March 25, 1954

## Finch Lists Two Types of Degrees

Action by the Board of Regents in authorizing baccalaureate degrees for Finch College will not mean discontinuance of junior college degrees heretofore granted by Finch, it was pointed out today by Roland R. DeMarco, president of Finch.

The regents recently authorized Finch to grant the degrees of Bachelor of Arts and Bachelor of Science.

Dr. DeMarco said the degrees of Associate in Art and Associate in Applied Science will be continued and that Finch will, as heretofore, offer a two-year terminal course of junior college grade as well as a four-year course for the bachelor's degrees.

The college, which was founded as a post-secondary school in 1900 and received its junior college charter in 1937, will probably award its first baccalaureate degrees in June, 1954.

N.Y. World Telegram Sun N.Y. Times, June 4, 1954  
July 10, 1952

## 83 IN FINCH CLASS

### 18 Get College's First Bachelor Degrees Under New Charter

An idea, old or new, must be tested thoroughly before it is adopted or discarded, Dr. Roland R. De Marco, president of Finch College, declared yesterday in a commencement address to eighty-three graduates.

Eighteen of the group received the first Bachelor degrees conferred by the college under a charter received in 1952. Sixty-five graduates of the junior college at Finch received the junior college diploma or an associate degree, in dual ceremonies at the Madison Avenue Presbyterian Church.

Dr. De Marco said the privileges of living in a democracy included the right to challenge ideas, to question the validity of a law, to disagree politically or otherwise with a neighbor, to move about freely and to have access to books that present both sides of controversies.

## Finch College Has New Plan for Women

FINCH COLLEGE, which is an old and established college for girls in New York, founded by the late John O'Hara Cosgrave, lists among its alumnae a number of well-known San Franciscans. It was to contact these, and visit some of the colleges in the Bay Area, that the dynamic young president of Finch College, Dr. Roland De Marco, came to San Francisco last week.

Dr. De Marco, who was a professor of history at Columbia before becoming president of Finch College in 1949, might be expected to have an orthodox approach to education. But with a wholesome respect for the classical values, he combines a very practical attitude, believing that all education should be approached from the point of view of the need of the individual. And as many girls leave college after two years, either for marriage or a career, why should not the curriculum for the first two years be as comprehensive as possible along lines of particular benefit to these students?

Dr. De Marco firmly believes in thus dividing the usual four-year course into two, of two years each. At Finch, he says, they are separate, yet integrated, so that a student who has originally registered for two years may decide at any time to continue, and plan her work accordingly. If, on the other hand, she knows she must begin her working career at the end of two years, she is much happier in a course that will give her some needed technical skills, along with basic cultural background. If she goes on to the upper college, she will be concerned there exclusively with the liberal arts.

Education for women, Dr. De Marco pointed out, was patterned originally on that for men. But he sees no reason why the plan which Finch College, under his leadership, has found so welcome and so workable should be extended to men's colleges. The plan has also worked especially well because Finch College is small, with an enrollment of two hundred and fifty, which it does not wish to increase, and a faculty of seventy, thus allowing the maximum of personal contact between professors and students. With these opportunities, Finch College has attracted some notable names in the world of drama, art and music, and lists on its faculty William Post, Jr., Leon Kroll and Henri Deering.

San Francisco Argonaut  
April 2, 1954

## Finch Adds Upper College Program

To meet the individual needs of its students, Finch College, an institution for young women in New York City, has evolved an unusual plan for the awarding of degrees. Under this program, two two-year courses of study have been created, leading to bachelor's degrees.

Until last June, Finch was a junior college, offering only the two-year degree. The Board of Regents granted Finch a charter enabling it to become a four-year institution.

The distinctive plan, developed by Dr. Roland R. De Marco, president of Finch, offers a junior college program as a self-contained, well-balanced unit leading to the associate degrees. In addition, the institution has added an upper college two-year program which, because of its complementary nature, allows for complete integration with the junior college program.

### After Junior College

According to Dr. De Marco, the two supplementary programs provide the student with a realistic and flexible curriculum. For example, a junior-college graduate with an associate degree may continue her education at Finch for an additional two years. She may concentrate exclusively on academic courses and earn the Bachelor of Arts degree or she may register for advanced specialized study in a voca-

tional field and secure the Bachelor of Science degree.

Here is another possibility under the new "two two-year college program": A student who has taken two years of liberal arts at Finch's junior college or another junior college, or who has had two years of accredited study at a senior college, may enter Finch's upper college, continue her academic major work there and begin at the same time in the junior college a minor in one of several vocational fields. These fields include such subjects as home economics, business training, costume design and merchandising, radio and television, fine and commercial art and music.

### Planning for a Career

In undertaking such a program, during which the student may be attending both the junior and upper colleges, she is meeting her career as well as her cultural needs, Dr. De Marco said. He suggested that this plan may set a pattern for other institutions of higher learning to follow in the future.

Starting in 1900 with an enrollment of thirteen, Finch's early program was based on the theory that girls as well as boys should discover what they want to do with their lives and should be prepared for their objective by both a specialized and a liberal arts education.

B. F.

New York Times, November 23, 1952

## College Heads to Talk On Women's Education

How higher education for women should be revamped to suit the demands of the present national emergency will be discussed by five college presidents tomorrow at the second annual Symposium on Education at Finch Junior College.

Members of the panel to exchange views on "How Shall We Educate American Women?" will include: Dr. Roland R. De Marco, president of Finch; Dr. Paul Swain Havens, president of Wilson College; Dr. Nancy D. Lewis, dean of Pembroke College; Dr. Anne G. Fannell, president of Sweet Briar College; and Dr. Harold Taylor, president of Sarah Lawrence.

The conference, second to be held at Finch, will take place in the Finch Theater, 52 E. 78th St. The evening session, beginning at 8 p. m., is open to the public.

N.Y. World Telegram Sun  
May 10, 1951

## DATA ON WOMEN'S UNITS

Reference File on 300 Groups  
Compiled at Finch College

A cumulative reference file dealing with the history, aims and activities of 300 women's organizations will be available to students and the public at Finch College, 52 East Seventy-eighth Street, it was announced last week by Dr. Roland R. De Marco, president.

Compiled by Dr. Mary Owen Cameron of the social science department, in connection with her course, "The Modern Woman in the Contemporary Community," the file will be maintained as a division of the school's library.

Nationwide in scope, this accumulation of data is regarded by Dr. Cameron as "the only centralized one of its kind available to the public." Much of the material included in the collection will consist of printed matter issued by the various women's organizations.

New York Times  
April 24, 1955

## Collegians Take Modern Slant On Education for Women

By David Taylor Marke

NEW YORK (AP). — Education for women, say 254 college presidents and secondary school heads, should:

1. Prepare modern woman, who owns most of the wealth in this country, to use her spending power wisely.

2. Teach her how to set the moral, spiritual and artistic tones for her future family.

3. Encourage her to exercise her voting privileges intelligently.

4. Provide adequately for her when her family has grown up and she has more leisure time.

These, in essence, were the replies given to Dr. Roland De Marco, president of Finch Junior College, in New York City, when he asked: Are American colleges offering modern woman the kind of education she needs in today's society? If not, how should she be educated?

THE EDUCATORS, he reports, were almost unanimous in agreeing that a liberal arts education ought to be supplemented with practical courses and actual experience in buying consumer goods.

"As prices increase . . . expertness in purchasing becomes more vital," said Dr. M. G. Nelson of State College, Albany, N. Y. Not only that, commented Dean Iona Berry of the University of Alabama, but "consumer education is needed . . . so that (women) may exercise such knowledge in teaching their children."

Contrarywise, Dr. Fenton Keyes of Skidmore College, Saratoga Springs, N. Y., maintained, "One can take so few courses in a two- or four-year period that a college is not justified in presenting such specialized material," whether for men or women.

All educators were agreed.

Associated Press, Oct. 1, 1951

### FINCH—Library Service

A reference file of material devoted exclusively to women's organizations in the United States has been set up by Finch College, 52 East Seventy-eighth Street, New York City. To be a division of the Finch Library, the file will supply details about the history, goals and activities of 300 women's organizations. According to President Roland R. De Marco, the file will be the only centralized one of its kind available to the public.

### Finch Introduces 15 New Courses

Opening for its third year as a four-year college on Monday, Sept. 27, Finch College, 52 E. 78th st., will introduce 15 new courses this Fall. Among them are religion in the major world cultures, ethical theory and practice, medieval institutions, American political parties, psychology of personality and a seminar in social organization.

N.Y. Journal American  
September 19, 1954

## STUDENT EXCHANGE IS FAVORED BY JEBB

He Asks Unity at Graduation  
of Finch College, Where His  
Daughter Is Freshman

A greater exchange of students between England and the United States was urged yesterday by Sir Gladwyn Jebb, United Kingdom delegate to the United Nations.

Sir Gladwyn spoke at the commencement exercises of the Finch Junior College in the Madison Avenue Presbyterian Church, where eighty-seven students received diplomas after two years of studies. His youngest daughter, Stella, is a member of the freshman class.

Textbooks in both countries and a "natural tendency among those in one country who have not actually visited the other, to assume that England and America are basically alike" cause many misunderstandings, Sir Gladwyn said.

He explained the territorial and economic differences of both lands to show that a method of government that suits England will not necessarily suit the United States — "and vice versa."

"We ought, therefore, to be very careful how we criticize each other for not doing this, that or the other in the way of government policy since, unless we know something about the local conditions, we may often find that such criticism is foolish and not founded on fact," he declared.

The diplomas were awarded by Roland R. De Marco, president of the junior college.

N.Y. Times, June 7, 1951

## Women's College Leaders to Confer

Current issues on higher education for women will be discussed by five college leaders at a conference in Finch Junior College, 52 E. 78th St., on Friday evening, May 11. The session will be open to the public.

The participants will include Dr. Roland R. DeMarco, president of Finch; Dr. Paul Swain Havens, president of Wilson College; Dr. Nancy D. Lewis, dean of Pembroke College; Dr. Anne G. Pannell, president of Sweet Briar College, and Dr. Harold Taylor, president of Sarah Lawrence College.

N.Y. World Telegram Sun  
April 24, 1951

## FINCH CLASS IS URGED TO SHARE IN POLITICS

Recognition of the increased interest of young people in politics and government has led to steps now being taken to reduce the age requirement for voting in this country, Ivy Baker Priest, Treasurer of the United States, told sixty-six members of the graduating class of Finch Junior College yesterday. She spoke at commencement exercises held at the Madison Avenue Presbyterian Church at Seventy-third Street.

"If your interest lies in politics or government there is no limit to what you can do," Mrs. Priest told the young women. "You are only limited by your will to do."

She reviewed the gains made through the years by women in politics in this country and enumerated the many women political leaders who now hold important positions in government. Their progress, she declared, indicates that a "career as a mother and wife need not prevent your playing an active role in public life."

Roland R. De Marco, president of Finch, presented junior college diplomas to twenty-three seniors, Associate in Arts degrees to twenty-six and Associate in Applied Science degrees to seventeen. The Rev. Frank Grebe of Madison Avenue Presbyterian Church gave the invocation and benediction.

N.Y. Times, June 11, 1953

## Foreign Pupils Enroll at Finch

Twelve young people from nine foreign countries will be among the students attending classes opening at the Finch College on Sept. 27, President Roland R. DeMarco disclosed today. The countries represented are Ecuador, France, Germany, Italy, Korea, Mexico, the Netherlands, Panama and Venezuela.

Attending the school from Korea are two young women who are returning for their third year of study at Finch. Last year four Koreans were enrolled, and one was graduated in June with the B.A. degree.

N.Y. World Telegram Sun  
Sept. 20, 1954

N.Y. Times, May 15, 1955



## CHARTING THE FUTURE OF FINCH COLLEGE

As we look to the years immediately ahead, we recognize three major inadequacies in our program. First, like other women's colleges, we have not yet found the way or ways to stimulate all of our students into accepting the responsibilities of modern women in a modern world. Many meet the challenge and awaken to their powers and duties; too many still prefer to exist in what seems to them the security of the "man's world" concept of another day. By opening vistas through the Colloquium, through our relationships with the community, local, national, and international, and through individual guidance we consider that we are making steady progress, but the great awakening for all is not yet in sight.

Second, we have not yet found the way to counteract the traditional but persistent feminine lack of interest in, even antipathy toward, science. Consequently, our science offerings are somewhat sparse, our facilities are limited, and a logical sequence of courses is difficult to arrange. Again we feel that progress is being made, both by stimulating interest in specific sciences and by creating greater awareness of the world of science.

Third, like all other colleges, we have not discovered how to cope with the appalling lack of training in the fundamentals of the English language with which the graduates of even our best secondary schools come to us. We have reorganized our basic writing course so as to provide greater variety of approach to the problems of communication than is offered in the traditional "freshman composition" course, with the purpose of stimulating the student into interest in and awareness of need for communication skills in which she has so often been inadequately trained. We provide as extensive remedial training as the teaching loads of the present English staff allow; we need to provide more. But we recognize and are seeking solutions for this problem which no college should have to meet, yet which all colleges must.

These might be called "academic lacks" which in common with all other colleges, we are constantly striving to overcome.

Finch has now reached a new plateau. The College faces the challenge of satisfying the needs of the anticipated floodtide of youth seeking admission to institutions of higher learning. This calls for academic growth and the consequent expansion of its physical facilities. To meet these responsibilities, a Finch Development Committee has been organized, made up of present and former trustees, alumnae, parents of Finch students, and influential citizens. The aim of this Committee is threefold:

- 1) To make new friends for Finch and to acquaint them with its unique mission and the part it plays in the life of New York, as well as its influence throughout the world;
- 2) To re-dedicate ourselves to the application of our philosophy in training young women to be useful citizens in their respective communities;
- 3) To establish a development fund in order to meet the following pressing needs:

Raise salaries immediately and support the new salary schedule over a period of approximately ten years  
 ..... \$

Increase library facilities immediately and provide for steady growth over a period of approximately ten years  
 ..... \$

Provide endowment to strengthen and broaden our scholarship program  
 ..... \$

Expand immediately our present plant (laboratory facilities, infirmary, classrooms, offices) and provide dormitory renovations and expansion  
 ..... \$

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 Total \$

A FINANCIAL STATEMENT WILL BE FURNISHED UPON  
 REQUEST



