Reaffirming Mission, Re-Examining Gender
Reaffirming Mission, Re-Examining Gender
By Lisa Scanlon Mogolov ’99
After a year of rigorously examining the question of what it means to be a women’s college in a time of gender complexity, Wellesley announces a clarified admissions policy.

Not All Here
By Paula Butturini ’73
An expat has an uneasy return to the United States after 32 years abroad, but finds peace in a life where “home” is always slightly out of reach.
2015 Alumnae Achievement Awards

This year’s recipients of Wellesley’s highest honor—Jean Kilbourne ’64, Nancy Kornblith Kopp ’65, and Suzanne Ciani ’68—are leaders and groundbreakers in their respective fields: media activism, politics, and electronic music.
From the Editor

Each quarter here in the magazine office, there’s a bittersweet moment when we edit the alumnae memorials, when something very Wellesley tugs at the heartstrings. Sometimes, it’s a note from a husband with a memorial, thanking Wellesley for making his wife the extraordinary woman she was. Sometimes, it’s the little details about lives of service—for example, in this issue, the woman in her 90s who went on “custard missions,” delivering homemade custards to ailing neighbors. And then there are the records of the Wellesley connections: the group of dear college friends who kept up a round-robin letter for seven decades, for instance.

In this magazine, one tribute in particular made the three of us smile. Rebecca Hoffert Rosow, daughter of Constance Dorfman Hoffert ’42, tells of her mother’s passing and then notes, “I found, safely tucked away in her bedside table among her most important personal papers, the full program of her 1942 graduation—including the emergency instructions in case of an air raid.” This made us stop and consider: What is it about a college that makes an alumna so treasure her time there that 72 years later her commencement program is one of her most valued possessions?

It likely has something to do with finding a sense of belonging in the College community, and developing an identity and mindset that helps to chart the course of a life. Generations of Wellesley women have experienced this—and have felt linked to and supported by their fellow alumnae through the decades. And it probably has something to do with Wellesley being a small, liberal-arts college for women, known for nurturing the potential of its students.

Over the last year or so, many constituencies here at Wellesley—trustees, faculty, students, administrators—have been probing the question of what it means to be a women’s college today. These discussions have taken place in a societal context where definitions of gender are shifting. We see this shift in pop culture (for example, the series Transparent won two Golden Globes this year), in media coverage, and in education, where, for instance, elementary-school administrators are reaching for new ways to support children whose gender identity differs from their gender assignment at birth.

The discussions, at Wellesley and no doubt elsewhere, too, have involved a good deal of learning for the participants. In our story “Reaffirming Mission, Re-Examining Gender” (page 24), Lisa Scanlon Mogolov ’99 goes behind the scenes to understand the process the community went through, and the academic research that was considered, as the trustees moved toward establishing Wellesley’s new policy on gender.

The new policy folds into Wellesley’s ongoing efforts to be a welcoming, supportive institution for students from many different backgrounds. The College has been and will continue to be a place where young women can find their passions and explore who they are and might be. There are so many supports for that process, most long in place. Some are new, though, like the College’s recently appointed full-time rabbi, who will cultivate a rich Jewish life on campus (see page 13), and an Asian American studies minor, long sought by students (page 16). Through shared academic experiences, sports, student organizations, and residential living, students discover themselves and find the close friends who will likely travel with them through life.

Seventy years hence, will a daughter find a Wellesley memento among her mother’s most important papers, a sign of much-valued years on this campus? The chances are pretty good that she will.

—Alice M. Hummer, editor
Letters to the Editor

Wellesley welcomes short letters (300 words maximum) relating to articles or items that have appeared in recent issues of the magazine. Send your remarks to the Editor, Wellesley magazine, 106 Central St., Wellesley, MA 02481-8203, email your comments to magazine@wellesley.edu, or submit a letter via the magazine’s website, magazine.wellesley.edu.

A MUST-READ

I want to congratulate those who in very recent years have transformed Wellesley magazine into a “must-read” for me along with a very few other publications. The timeliness of the main articles, the content and layout of the minor, won’t let me skip a page. And the recent cover, “Flight to the Arctic” (winter ’15) literally stunned me.

But it’s Ashley Funk ’16, and the others of her generation, I want to comment on (“Portrait of an Activist as a Young Woman”). Congratulations to her and every activist for environmental sanity in our country. They’re the ones who are going to live with the results of an unsustainable lifestyle that we have allowed to develop.

The proposal by Fossil Free Wellesley (FFW) to the Board of Trustees to stop getting income from any of the largest 200 publicly traded fossil fuel companies needn’t have been an innocent plea rejected outright. The board might have made Wellesley proud by deciding to recognize the problem by cutting back even 1 percent. The first step is the hardest.

Martha Gummere Little ’50
Baltimore

WELLESLEY BIRDS

At first, I had quite a time remembering that the article I was reading was not in the Cornell Lab of Ornithology’s Living Bird magazine, the best-written natural-history magazine I read. I’m talking about “Flight to the Arctic” (winter ’15). I’m so glad Deborah Cramer ’73 put it in Wellesley.

Margaret S. Rusk ’48
Syracuse, N.Y.

BEST EVER

Best article ever about the red knot (“Flight to the Arctic”)—but birding is a big interest! I’m glad to be part of a college that has great science departments and encourages students to be proactive in making the world better. Deborah Cramer ’73 is a great alum.

Gretchen Stifel Larson ’54
Cleveland, Ohio

Bottomly to Step Down as Wellesley’s 13th President

AS THIS ISSUE went to press in April, H. Kim Bottomly announced that she will step down from the presidency of Wellesley College in July 2016.

“President Bottomly has made extraordinary contributions to Wellesley,” said Laura Daignault Gates ’72, the chair of the Wellesley College Board of Trustees. “From restructuring and fortifying the College’s finances following the historic recession of 2008 to launching a range of important and forward-leaning initiatives, she has been the right president at the right time in the College’s remarkable history.

We are deeply grateful that her leadership will leave us so very strong and well-positioned for the future.”

The search for a new president will begin immediately, guided by Gates. She will form a search committee, which will work in cooperation with an outside search firm.

Bottomly became Wellesley’s 13th president in 2007. She is the first scientist to lead the College.

ARCTIC POLITICS

Deborah Cramer’s article (“Flight to the Arctic”) was a fascinating exploration of an increasingly important geopolitical region. The U.S. is poised to assume chairmanship this year of the Arctic Council, an intergovernmental forum of eight Arctic nations seeking to address the economic and environmental issues facing the vital region and its populations today. Hopefully we can all become more educated as our country takes the lead on policy-making in the Arctic.

Yaffa Frederick ’11
Brooklyn, N.Y.

OBSERVING NATURE

Fantastic story by Deborah Cramer (“Flight to the Arctic”). I sat right down and read it start to finish. I can’t wait to see her book. Her writing reminds me a bit, because of its meditative observation of nature, of one of my favorite books, The Snow Leopard by Peter Matthiessen.

Debora Gilbert Ryan ’73
Craryville, N.Y.

ALL ABOUT ADAPTATION

“Flight to the Arctic” is wonderful! Deborah Cramer ’73 paints quite a picture of the area, the plight of the red knot, global warming, and personal challenge. It’s all about adaptation and resilience, isn’t it? Very sad that we humans force that upon so many species.

Lynne Johnson Lipcon ’72
Wayland, Mass.

MLK ON CAMPUS

I am inspired to write you because of two articles in the winter ’15 issue of the Wellesley magazine; “Going Off Air, but Rocking Online” and “The Man Behind the Icon.” When I was at Wellesley, I had the honor of meeting Dr. Martin Luther King, Jr., when he came to speak on campus, and as one of the announcers who participated in broadcasting from WZLY 91.5, I had the idea of recording his speech.

I rushed around campus to find a tape recorder (the old eight-track type) and recorded the speech after getting Dr. King’s permission. I hope that in some old cabinet at Wellesley there still remains that wonderful oration he gave over 50 years ago. I will never forget the thrill of meeting with Dr. King and shaking his hand.

Lucy Brodman Lehman ’63
San Diego

THANKS FROM FRANCE

I would like to take the opportunity to say how much I enjoy receiving Wellesley magazine. I was a Slater Fellow (on loan from Lady Margaret Hall, Oxford) in 1977–78. My time here was extraordinary, and I haven’t forgotten it. It’s with a great pleasure that I read the magazine—so thank you!

Fiona McKenzie
Albi, France

Continued on page 79
WE HAVE SPENT MUCH TIME this year talking about what it means to be a women’s college in the 21st century, and I am grateful to the many alumnae, students, faculty, and staff who shared their thoughts. I am proud that our board of trustees strongly reaffirmed our mission as a College dedicated to the education of women, while clarifying our admission policy. This decision allows us to remain true to ourselves, and true to the transcendent spirit of Wellesley.

I have written in these pages before about that spirit—the “magic”—that makes the Wellesley experience transformational. A large part of that magic is conjured by our exceptional faculty, who are committed to ensuring our academic excellence. Another large part of it is our incredible students, who dedicate themselves over four years to seizing and making the most of every opportunity available on campus, and off.

But I would add a third component: the social experience of college, or, the fun. Yes, Wellesley is serious, Wellesley is intense, but the Wellesley experience is also great fun. Let us all remember that.

I am not the only one thinking about fun at Wellesley. Last year, Hannah Ruebeck ’16 and Anne Dickinson Meltz ’16 started SMiLES (Spontaneous Moments in the Lives of Everyday Students) to bring some levity (actually, a lot of it) to campus. As Hannah explained, “Our mission has always been to enrich our fellow students’ Wellesley experiences through our key values of community, spontaneity, and the contagious nature of happiness.” Their “lighthearted events with long-term effects,” Anne says, have included a community lunch last fall (festive hats optional), flash mobs, and a treasure hunt in the Science Center.

Our most cherished Wellesley traditions are all rooted in fun: Lake Day, Hooprolling, Stepsinging, and the Scream Tunnel at the Boston Marathon, to name a few. —H. Kim Bottomly

I am the president of Wellesley—but I will also always smile because the students nicknamed me KBot.

Make no mistake, Wellesley has been and always will be known for its exceptional academics. But the Wellesley experience is also about building friendships that last a lifetime, strengthening the bonds of our community, and encouraging experiences that connect us to one another and to this very special place.

Our students work very hard, they go on to make a difference wherever they are, and their Wellesley memories stay with them always. An important part of those memories is what fun it was to be here.

H. Kim Bottomly
BY EARLY APRIL, everyone on campus had had enough of filthy snow boots and down coats. All eyes were eagerly watching the hill behind Weaver House, as 108 inches of record-breaking snow melted slowly, slowly away.

Suddenly, there they were: 30,000 daffodils blooming in a riot of yellow and white. Planted in fall 2013 thanks to a gift from former trustee Sidney Knafel, the daffodils brought particular cheer this year to a winter-weary campus.

They also helped to inspire a new garden planted in memory of Molly Sanderson Campbell ’60, Wellesley’s beloved, longtime dean of students. “Molly was thrilled when that profusion of daffodils appeared on the hill below Oakwoods [as Weaver House was called when she lived there],” says former class dean Pamela Koehler Daniels ’59. “But it was more than that: She took pleasure in the first signs of spring anywhere.”

Thanks to Daniels, Campbell’s daughter Alison, and many others, Molly’s Garden debuted this spring along the stream that feeds Paramecium Pond. Designed by Alison Campbell, a landscape designer, it will include some 500 perennials, hundreds of bulbs, and stone benches. “We expect [it] to erupt in glorious bloom, spring after spring,” Daniels says.

The garden will be dedicated on June 7, during reunion weekend. All are welcome.

—Alice Hummer
The American conversation on race has grown more urgent all over the country in the past year—and this has been true at Wellesley, too. On Jan. 28, President H. Kim Bottomly wrote to the community, “Recent months have made it very clear that racial injustice remains a devastating force in our lives. … Though members of our community have supported each other during these recent difficult times, Wellesley is not immune. People of color and others from nondominant groups who live, study, and work here have suffered from racial injustice. Racism and ethnic bigotry are fundamental threats to institutions like Wellesley that are founded on the principles of equal opportunity and equal treatment.”

To understand and counter these injustices, and to more deeply educate the College community about the realities of the lives of people of color on campus, Bottomly has formed a Presidential Commission on Race, Ethnicity, and Equity at Wellesley to study the issues and make policy recommendations. Associate Professor of American Studies Michael Jeffries will chair a group comprising faculty, students, and staff, which will do its work over a minimum of three years.

The commission’s formation came after a series of meetings Bottomly held last winter, primarily with faculty of color. Jeffries feels the president “was trying to get a feel for the impact of the past few months, given the events going on around the country, student protests, and the Black Lives Matter movement. It’s a big step to name a presidential commission and to identify these issues in the way that Kim did. That puts a different sort of engine under the hood. We need to push back against institutional racism, both on and off campus. This is a long-term effort.”

Jeffries’ academic work as a sociologist focuses on race, gender, politics, identity, and popular culture. In 2013, Stanford University Press published his book, *Paint the White House Black: Barack Obama and the Meaning of Race in America*, which explores Obama-related topics to demonstrate how race relies on other social forces, like gender and class, for its meaning and impact. The College commission’s focus, he says, intersects with his teaching and research. “I have a certain set of skills and a certain kind of knowledge base around these issues that can be helpful.”

Student life will be one focus of the commission’s exploration. “If you’re in college in America, you’re dealing with racism. You’re never going to go to a place that’s going to be a shield or a haven against issues of racism, sexism, and other forms of discrimination,” Jeffries says. “Those issues are going to come up. Do the students [at Wellesley] have the resources they need to build communities for themselves that are strong enough to push back against the racism that’s going on all around them, and make them feel as if they have a sense of efficacy on campus, that they’re a part of this place?”

He points to several successful examples of student empowerment on campus, including the Asian Student Alliance, Mezcla (the Latina cultural organization), and Ethos, the organization for students of African descent that celebrates its 47th anniversary this year. In addition, “my department, American Studies, is in the midst of a search for a tenure-track position in Latino/Latina studies that was largely the result of student organizing around ethnic studies.”

As for the work ahead, “I’m hopeful, because I know the quality and the moral capacity and the will of my colleagues. I know that there is a critical mass waiting to ramp up the effort. … You can’t ignore what’s going on all around us, not only in Wellesley but around the country.”

Another ongoing conversation in the country and on campus centers on gender identity. Jeffries was inspired by the President’s Advisory Committee on Gender and Wellesley, noting their dedication, “the ferocity with which they have attacked the work, and the depth of the research and the seriousness with which they have approached it.”

He adds, “People are watching Wellesley. People are going to look to this college to set an example around these issues of social justice and power and equity. That’s a great responsibility—and it’s one that we’re honored to take part in.”

—Catherine O’Neill Grace

‘We need to push back against institutional racism, both on and off campus. This is a long-term effort.’

—MICHAEL JEFFRIES
Voices from the Home Front

THEIR WORDS both haunt and teach us:

“Before the war, I had two brothers and no money. Now I have more money than I’ve ever had—and no brothers.”

“Every home on the street has a wreath with a black ribbon on its door.”

These are the voices of women—English, German, American—who kept the home fires burning during World War I. With words from century-old letters, diaries, poetry, and songs, they came to life in The Home Front, a production staged this spring by Sarah Barton ’02 and Nora Hussey, director of theatre studies.

“We wanted to tell a number of stories and to bring women into focus,” Hussey says, noting that much of the writing from the period is from men.

A cast of 13—10 students, one alumna, and two male actors—became the farmhands, servants, nurses, and soldiers who endured war’s horrors. They were factory workers who turned yellow from packing TNT into shells. (“You can get the blonde hair you always wanted,” one quipped.) They were mothers in Germany and Britain who wrote one another with promises to care for captured men. (“Truly civilized women never lose their humanity,” they said.)

Barton unearthed primary source material in anthologies and on the internet. “If I was rotten company for most of 2014,” she says, “it was because I was spending a lot of my free time reading about the flu pandemic devastating small towns, or 19-year-olds getting their faces shot off, or little 14-year-olds who’d lied about their ages to join up begging their mothers to find a way to bring them home.” She and Hussey deftly wove the letters, diaries, and official war communications into a narrative punctuated with songs of the era, both rollicking and sad.

As the cast closed the show, singing “Keep the Home Fires Burning,” images of combatants from World War I onward to Afghanistan were projected on the theatre’s back wall—a poignant reminder that the war to end all wars did no such thing.

—Alice Hummer and Catherine O’Neill Grace
WHEN PEOPLE WALK INTO THE NEWLY RENOVATED DOROTHY TOWNE FIELD HOUSE, THEY OFTEN COMMENT THAT IT LOOKS SO MUCH LARGER, SAYS PETE ZURAW, ASSISTANT VICE PRESIDENT OF FACILITIES MANAGEMENT AND PLANNING. BUT IN FACT, “IT’S NOT BIGGER, IT’S JUST A HECK OF A LOT BETTER,” HE SAID AT THE BUILDING’S OPENING CEREMONY IN FEBRUARY.

The crown jewel of the renovated field house is the new fitness center (above, center), but the building got plenty of upgrades, include the new long- and triple-jump pit (above, top left), hardwood floor for basketball and volleyball, and a new track and tennis courts.

Field House of Dreams

The transformation is so dramatic, it’s easy to understand why people think the space has been expanded: The formerly blue trusses have been painted a crisp white to match the underside of the new roof, and new windows have been added to the north side of the building. The field house also now includes hardwood flooring for basketball and volleyball competitions, arena seating for 500 (there was previously only room for 150), three indoor tennis courts, a spinning room, a climbing wall, a four-lane 200-meter track, a high-jump area, and a new long- and triple-jump pit.

Perhaps the most exciting part of the renovation is the addition of the 4,600-square-foot fitness center. Cantilevered over the field-house courts, it is air conditioned (a first for the field house) and boasts 56 pieces of equipment. The Wellesley community has greeted the new space with enthusiasm: In the first week alone, the Department of Physical Education, Recreation, Athletics (PERA) counted 1,909 admits to the space. For comparison, last year PERA counted 2,300 visitors to the weight room over the course of the entire semester.

A new curtain structure that can divide the field house and the fact that the fitness center is separate allows for as many as four different activities to happen simultaneously—important because the space is used by varsity and intramural teams, PE classes, and individual users trying to squeeze in a workout.

“The faces and reactions of our students, faculty, and staff when they see the spaces—and most importantly, their daily use—have proven the importance and value of this campus renewal project for our community,” says Bridget Belgiovine, PERA professor of the practice, director of athletics, and chair of PERA.

—Lisa Scanlon Mogolov ’99
It’s not often that an athlete’s collegiate career can be summarized simply by listing the records that she’s broken. Isabella Narvaez ’17, though, isn’t your typical runner. Let’s start with the 60-meter dash. Narvaez holds that school record—she set it on Jan. 17 during the preliminary rounds of the Tufts Winter Invitational. Less than a month later, she broke her own record in the preliminaries of the Dartmouth Classic, when she posted a time of 8.23 seconds.

Next, the 200. Narvaez owns that school record also: She clocked a 26.66-second run at the Boston University Terrier Invitational on Jan. 30.

The 400, though, is where Narvaez really shines. Just this year, she has broken her own school record twice. She posted a 57.93-second time at the ECAC Championships on March 7. Two weeks later, Narvaez dropped eight one-hundredths of a second off her time at the NEICAAA New England Indoor Championships. The next day, Narvaez struck again when she combined with Sharon Ng ’16, Kendra Waters ’15, and Kathleen Hanlon ’15 to set yet another school record in the 4x400 relay.

Narvaez moved with her family from Colombia to Greenwich, Conn., when she was 16 years old. She’d had little exposure to track before the move: She grew up playing basketball, but fell in love with running when she tried it as a high-school sophomore.

“Coming from a team sport like basketball, it was nice to shift into working on individual goals,” says Narvaez. “In track, you set yourself to a new standard every time you run. Just knowing that I can beat myself is something I enjoy. I might be sore, I might be having a bad day, but when I beat my own time, that makes it all worth it. It’s something to reach for.”

Narvaez enjoys track’s focus on the individual, but she says that the support of her teammates is also critically important. “It’s an individual sport, but everyone is aware of other people’s goals,” she says. “The first time I broke 59 seconds in my 400, I asked my entire team to stand at different points around the track and cheer for me. I know that really contributed to me running faster.”

Recently, she has found additional support from another source. The newly renovated Dorothy Towne Field House boasts a four-lane 200-meter track, a high-jump area, and a new long- and triple-jump pit. Narvaez appreciates the new track. “The new track is a lot softer than the old one,” she says. “When you run on a track every day, your legs get tired and exhausted. Having a softer track is easier on your legs. And the new track is so nice—everything feels a little more legitimate.”

—Rebecca Binder
Rarely has a symbol been more poignant and expressive than the “heech,” a calligraphic representation of the Farsi word for “nothingness,” which takes on a human shape and a nearly human-seeming character in the hands of Iranian sculptor Parviz Tanavoli. Far from being “nothing,” the heech symbolizes “the nothingness that voices the wholeness of being,” according to Tanavoli.

Visitors to the Davis Museum are treated to a garden of heeches rendered in bronze, fiberglass, ceramic, and neon (see back cover). They also encounter an awe-inspiring variety of sculpture, paintings, jewelry, and other work with motifs ranging from birds and antique locks to human hands and decorative gates created by Tanavoli (b. 1937), considered the father of Iranian modernist sculpture. The Davis exhibition is the first retrospective of Tanavoli’s work in 39 years, and the first ever in the United States.

Tanavoli’s work contains all the energy of Pop Art, a movement with which he became familiar as a visiting artist in Minneapolis in the 1960s. His sculpture, particularly that of birds, calls to mind the work of modernist masters like Brancusi.

In 1979, Tanavoli’s career was interrupted by the Iranian revolution. His ties to modernism and the West (he studied in Italy and traveled to the U.S.) made it difficult to continue exhibiting his work. Tanavoli left his university position and embarked on a tour of Iran, steeping himself in traditional Persian handicrafts and eventually writing more than two dozen books on topics such as tribal textiles and Persian metalwork. In 1989, Tanavoli emigrated to Vancouver, British Columbia, where he has remained above the political fray and maintains his relationship with both the West and Iran, returning to his country for part of each year to teach the next generation of sculptors.

“Tanavoli’s work shows his remarkable resilience and humanity,” says Lisa Fischman, Ruth Gordon Shapiro ’37 Director of the Davis Museum and curator of the retrospective with Shiva Balaghi of Brown University. “His work is not so much political as universal.”

“Parviz’s work lends itself not only to a simple reactive joy that each of us may experience in viewing particular pieces, but it is also informed by the 3,000-year-old Persian culture from which his art grows,” says Maryam Homayoun Eisler ’89. Eisler, who was born in Iran, and her husband have created a fund at Wellesley to provide a platform for research, exhibition, and scholarship on the visual arts of the Near, Middle, and Far East, the first of its kind at an American college or university. The Tanavoli retrospective is the first initiative within that project.

“I want to help bridge cultures and dispel stereotypes, to focus attention on the beauty and rich content of Persian culture,” she says. “Where politics fails, art and culture can win over people’s hearts and minds.”

—April Austin

Parviz Tanavoli with his 2007 sculpture, Heech Love.
The Parviz Tanavoli retrospective is open until June 7 at the Davis.
DEAN OF STUDENTS ANNOUNCES RETIREMENT

In April, as this magazine was going to press, Dean of Students Debra DeMeis, who spearheaded the Initiative for Diversity and Inclusion at Wellesley, announced that she was retiring from the College on July 1. She will be joining Cambridge Hill Partners, a consulting firm focused on enhancing organizational effectiveness.

“As dean of students since 2008, Debra has thoughtfully led our Student Life Division and has been an integral member of my senior leadership team,” wrote President H. Kim Bottomly in announcing DeMeis’ departure. “[She] has served the College with distinction....”

An interim dean of students will be appointed to serve while the College conducts a search for a new dean.

The Initiative for Diversity and Inclusion, launched in 2010, resulted in the creation of the Office of Intercultural Education, which strengthened services, programs, facilities, and staffing to better address student needs. DeMeis has also led efforts to support and enhance wellness at Wellesley, chairing renovation planning for Simpson Infirmary and the Stone Center and implementing a new policy on student sexual misconduct on campus. Bottomly called DeMeis “an important voice” in campus renewal planning, “particularly in thinking about the critical role that residential life plays at Wellesley.”

Under DeMeis’ leadership, the Division of Student Life launched the First Generation Initiative, an effort to support students who are the first members of their families to pursue higher education and connect them with first-generation faculty and staff mentors. Earlier this spring, Wellesley hosted a conference on the experiences of first-generation students, attended by 175 people from 36 colleges and organizations.

“Her imprint on the life and landscape of the College is notable,” Bottomly wrote of DeMeis.

OBJECT OF OUR ATTENTION

‘Alas, Poor Yorick...’

This humble rubber skull made its appearance in the Shakespeare Society’s spring 2015 production of Hamlet. In Act V, Scene 1, the Danish prince took up the object, the remains of a deceased court jester just exhumed by a gravedigger, and began his often misquoted speech: “Alas, poor Yorick. I knew him, Horatio.” (Some people insist that Hamlet says, “I knew him well, Horatio.” Wrong.)

The challenge for actor Danielle Zarbin ’16, who was contemplating the skull in this production? To be sure not to squeeze it too hard, lest it collapse in her hand.

The skull is just one of myriad props that reside in the basement of Shakespeare House, the society’s Tudor-style headquarters and theater. The group is the College’s oldest continually operating student organization, founded in 1877 by Henry Fowle Durant himself. Hamlet opened this spring on Shakespeare’s birthday, April 23.

“Shaker” Katie Suchyta ’15, director of Hamlet, says she surprised people when she took on the challenging play, which can run up to five hours long in traditional productions.

Suchyta had three texts of the play from which to choose. “You’ve got Quarto 1, which some call the ‘bad’ quarto, because it was either a knockoff by the guy who played Marcellus, and he just wrote it down from memory—because of course all his [own] scenes are perfect—or it was a traveling production. We don’t really know,” she says. “And then there’s Quarto 2, which is much more complete, and the First Folio edition, which was completed after Shakespeare’s death. I took Quarto 1 because it’s very streamlined in its storyline. Hamlet is much more a man of action and decisive in Quarto 1. I mean, it’s Hamlet, so it’s never easy to handle, but it does make the order of events clearer.”

Shakers tend to stay connected to one another and to the Bard after Wellesley, notes Erin Nealer ’15, president of the society, which currently numbers 38 members. Notable alumnae include Ellen Fitz Pendleton 1886, the College’s first alumna president. “Her retirement party was here,” says Suchyta. “She dressed up as Queen Elizabeth.”

—Catherine O’Neill Grace
THROUGH THE WELLESLEY chapter of the national Science Club for Girls, students share their love of “STEM”—science, technology, engineering, and math—with young girls from all over Boston. And talk about hands-on: Wellesley students develop curriculum and devote hours to teaching science activities to girls in kindergarten through eighth grade. The year culminates in a science fair held at the College. Co-presidents Priya Patel ‘16 and Lizette Mendez ‘16, both pre-med biology majors, say the time commitment is well worth it.

Patel: I was looking for opportunities for science outreach. I heard “science, volunteering, teaching,” and I thought, that all sounds great—especially because there is such a large gender gap in the sciences and STEM in general.

It’s a great way to get involved with young girls and encourage them to pursue STEM. The kindergartners and first-graders are very adorable and very enthusiastic. They ask great questions. You might have thought you knew something about science, but they make you rethink everything you know. You get a new appreciation of science.

Mendez: The group is usually from 6 to 12 students. We’re with them for an hour and 15 minutes with the activities and everything. You learn about the girls’ personalities and how they interact with each other, and you see their progress throughout the semester. Just from week to week, we notice them becoming more open and more vocal with their questions.

Patel: For plant bio, we recently taught them about soil and to put it into context in a fun, friendly, kindergarten/first-grade way, we had them make edible soil. The bottom layer is rocks, so we had M&Ms as our rocks. Then there was subsoil—that was chocolate pudding. Then there was topsoil—that was Oreos. We had gummy worms and marshmallows as other bugs and cornflakes as leaves. They loved it!

Mendez: I am pre-med, and I am still on that track, but [this] has made me realize that I really like service. I’m now thinking about doing the Peace Corps.

Patel: No matter what I do in terms of medicine, I want to incorporate community outreach into it. I like the teaching aspect [of SCFG] but what I connect with more is the female empowerment part of it.

—Catherine O’Neill Grace
EARLY IN APRIL, the College announced the appointment of Rabbi Audrey Marcus Berkman as rabbi and director of Wellesley College Hillel, beginning in the 2015-16 academic year.

Most recently rabbi of the Shir Hadash Reconstructionist Havurah in Newton, Rabbi Berkman also served as the Jewish chaplain at Hebrew Senior Life in Brookline, Mass., and at Newton-Wellesley Hospital. She graduated from Oberlin College and went on to earn a master of theological studies, with a concentration in Jewish text, from Harvard Divinity School. She received her rabbinical ordination from the Reconstructionist Rabbinical College in Pennsylvania, where her rabbinical studies were supported by a prestigious Wexner Fellowship.

A committee of faculty, staff, students, and alumnae was charged with finding a full-time rabbi—a scholar and a teacher who could be the center of a thriving Jewish life on campus. “The committee saw in Rabbi Berkman the qualities of leadership, sensitivity, spirituality, and Jewish learning that will make her an outstanding member of the community,” says Nancy Harrison Kolodny ’64, Heller/Cohen Professor of Health Sciences emerita and co-chair of the search committee.

Kolodny points to the broad diversity of the Jewish student community—from those who are deeply observant in a variety of traditions to those who come from secular backgrounds or “have nothing to do with Hillel.” Rabbi Berkman will develop a wide range of religious, cultural, social, and educational programs for and with Jewish students. She will also be an active part of the multifaith team of chaplains and advisors in the Office of Religious and Spiritual Life.

While the search was in progress, Rabbi Dan Ehrenkrantz was on campus full-time for the spring semester, advising Jewish students and stewarding the Jewish community on an interim basis.

The former president of Reconstructionist Rabbinical College in Pennsylvania, Rabbi Ehrenkrantz ran a plethora of programs. These included biweekly Torah study for students (for example, Jewish teachings on peace), a study session with faculty (“First Fruits: Gender Nonconformity in Rabbinical Literature”), a Purim celebration with a math professor reading the book of Esther; and various Shabbat services with students from Tufts, Brandeis, and Babson. He also joined members of the Jewish community at events sponsored by other groups and departments, for example at a lecture by Tal Becker, a senior member of the Israeli peace negotiating team.

Rabbi Ehrenkrantz has also conducted numerous meetings—with Jewish students, listening to their desires for the Jewish community; with the Hillel alumnae board; and with members of College senior staff.

“I have found the administration of Wellesley to be seriously interested in promoting strong Jewish life on campus. And I do think that strong Jewish communal life is the best way to create an atmosphere on campus that is positive for Jewish students, that is welcoming to Jewish students,” Rabbi Ehrenkrantz says. “Rabbi Berkman is very lucky that she’s coming into a campus environment that really wants to roll out the red carpet for her success.”

—Alice Hummer

FIRST-YEAR CROWNED NCAA DIVING CHAMP

ON MARCH 18, Maura Sticco-Ivins ’18 may have been far from Wellesley, in Shenandoah, Texas. But thanks to a live-stream broadcast, many eyes on campus were on her each time she stepped onto the 3-meter diving board at the CISD Natatorium, representing the Blue at the NCAA Division III Swimming and Diving Championships. After each dive, Sticco-Ivins said, her phone came alive with texts from campus. “Great job,” the fans back home would say. When the 11 dives of the first round were finished, she was in first place. Sticco-Ivins emerged from the six-dive final round as the national champion, with a score of 500.35, also earning All-American Honors. “This is way beyond what I thought I could do this year. I’m so pumped,” she told an NCAA reporter. In the 1-meter diving competition, Sticco-Ivins was the national runner-up.
DEAN OF ADMISSION LEAVES POST

After enrolling the class of 2019, Dean of Admission and Financial Aid Jennifer Desjarlais stepped down earlier this month to join the executive search firm Witt/Kieffer, where she will focus on higher-education leadership in enrollment management. Desjarlais arrived at Wellesley in 1999 as senior associate director of admission, becoming director in 2001. She was appointed dean in 2004. We sat down with her to take a look back—and ahead—at the admissions picture for Wellesley.

How would you characterize the current position of the College in terms of admissions?
The College is incredibly well positioned in the world of higher education, and known for having the best undergraduate liberal-arts program for women. The visibility of the College is very strong nationally and internationally. One of the things to celebrate, I think, in terms of the applicant pool and the enrolling student group is the diversity of experiences that are represented by our candidates. And I mean not just the diversity in terms of racial and ethnic diversity, which is also considerable, but the geographic diversity, socioeconomic diversity, diversity of thoughts and opinions. So the strength, the quality, the diversity of the students is something to feel very proud of.

Applications have increased dramatically during your tenure. What has contributed to your success?
We’ve been able to be as successful as we have because of the extraordinary investment that the institution has made in financial aid, in making this kind of educational experience accessible and affordable for a wide variety of students from the U.S. and abroad. We are well advantaged by the remarkable faculty we have—all of whom at some point in their time here have done something in support of admission—and the students as well, and our incredible network of alumnae.

Certainly our recruitment efforts have been expansive, getting into communities where we knew that students should be thinking about a place like Wellesley. ... And increasingly [we rely] on technology to help us reach students, too. We’ve spent a lot of time on the admission and financial aid side keeping our web pages current and interactive and relevant, and trying to present the story of Wellesley that will resonate with a lot of different kinds of students. The most successful way we recruit is by telling the story of Wellesley through the accomplishments of our students and our alumnae.

Why do students choose Wellesley?
The primary reason is the academic reputation of the institution. Wellesley’s mission and identity as a women’s college is not the primary reason for students to choose Wellesley. [But] it becomes a very important aspect of their Wellesley experience. It’s one of the aspects of the College that they have the most interest in learning about.

What challenges face your successor?
The challenges that remain are the challenges that we faced when I first started, just cast in a different way. We are in an environment now, as we were then, where the value of the liberal arts is not broadly understood or embraced by the population at large. It was true when I started [and] it’s true now, that the largest undergraduate major in the United States is business. And there’s a lot of discussion about the costs of attendance, not just of a place like Wellesley, but of college in general, and the return on investment, and the value of investing in this kind of experience. So we have to continue to focus on telling our story in a way that resonates.

—Alice Hummer
BY THE NUMBERS / PAYING FOR COLLEGE

$61,340  
The comprehensive fee (tuition, room, board, activity fee) for 2015–16

58%  
Percent of the student body on financial aid

$56.9 MILLION  
Total grant aid for all Wellesley students

$39K  
Average grant for students on financial aid

$90,259  
The actual cost to the College to educate one student for a year

REPORTS FROM AROUND CAMPUS

RAVEN FOR WELLESLEY

FOR THE SECOND YEAR IN A ROW, a pair of ravens nested on one of the Science Center fire escapes. Biology professor Nick Rodenhouse says it is likely the same pair that raised a chick on campus last spring. A raven cam has provided a view of the pair as they rebuilt last year’s nest and settled down to raise a family of three nestlings, which hatched April 10–12. Little is known about the nighttime behavior of ravens, so students have been transcribing last year’s recordings with the goal of producing a paper on the nocturnal behavior of the pair.

OVERHEARD

‘Sorry professor, can we move this class meeting to a time of day when I am actually alive.’
#250struggle
@THEkateykate (Katelyn Campbell ’17)

College Road

Basketball Standout

FOR OPPONENTS OF BLUE BASKETBALL, facing Morgyne Weaver ’15 on the court was not good news. In the 100 games of her collegiate career, she scored 1,092 points and grabbed 589 rebounds. She is the fifth-highest scorer in College history (and only one of 11 to top 1,000 points) and eighth on the all-time rebound list.

AND THE GRAMMY GOES TO...

AARON SHEEHAN, a member of Wellesley’s music performance faculty, took home a 2015 Grammy for Best Opera Recording. He accepted the award alongside conductor Stephen Stubbs (left) for the Boston Early Music Festival’s recording of *La Descente d’Orphée aux Enfers* by 17th-century composer Marc-Antoine Charpentier. Sheehan, who performs worldwide, sang the title role of Orphée.

“Winning the Grammy Award for Best Opera was completely unexpected,” Sheehan says. “The category was full of well-seasoned, former winners, so we definitely were the underdogs. The win is a wonderful and much deserved validation for the Boston Early Music Festival and for my own career path. I come away from this even more energized to continue to make music and art.”
It seems as though the universe wanted Assistant Professor of Psychology Stephen Chen to come to Wellesley. The psychology department had requested permission from the administration to hire a cultural psychologist and were particularly interested in finding someone who studied Asian American psychology, Chen’s specialty. Bolstering the department’s request was the fact that the College was poised to offer a minor in Asian American studies, provided it could hire another faculty member in this area. And Chen himself was excited about the high percentage of Asian American students at Wellesley (24 percent of the class of ’18 identifies as Asian American/Pacific Islander) and the large Chinese American population available for study in the greater Boston area.

Of course, nothing’s perfect. Chen, who began teaching at Wellesley this past fall, didn’t anticipate relocating from California in time for one of Boston’s worst winters. But he seems to have taken it in stride. “My kids loved it,” he says with a laugh. “They’ll be expecting this much snow every year now.”

Chen himself grew up on the East Coast, in New Jersey, and attended Rutgers, where he majored in psychology and minored in Chinese. After college, he combined his interests by going to work for six years as a counselor and administrator at a school in Shanghai. Chen was able to interact closely with students and their families, “and it got me interested in how all of these factors—schools, families, and cultures—play a role in children’s development and mental health,” he says.

Chen went on to receive his Ph.D. from Berkeley in clinical psychology and focus his research on how culture and family processes—such as parenting styles and how parents express emotion in the family setting—impact mental health. He also studies self-regulatory processes, including how children inhibit dominant impulses, focus attention, and persist at a task.

His research centers on Asian American families. A current project examines how stress related to immigration and the process of acculturation affects Chinese American immigrants. Chen is partnering with the Boston Chinatown Neighborhood Center and explains that he’s particularly interested “in comparing the experiences of urban and suburban Chinese American immigrant families—those living in Boston’s Chinatown and in the metro-west suburbs—and identifying factors that can foster healthy family relationships in both of these groups.” Four Wellesley students are helping gather initial data this spring, and Chen plans to follow the same group of families over the next three years.

At Wellesley, Chen teaches Asian American psychology, making the College one of only a few colleges and universities to offer such a course. (He also teaches the introductory psychology course and a seminar on culture and emotion.) He recently led the launch of the Asian American Psychological Association’s Undergraduate Consortium in order to connect faculty and students interested in the subject, provide resources for undergraduate training, “and encourage Asian American students to pursue undergraduate study in psychology,” he says.

Chen accepted his position in 2012 (he completed a fellowship before coming to the College), thus enabling Wellesley to launch the Asian American Studies minor last year. Wellesley students have been asking for more courses in Asian American topics since the ’90s, explains Yoon Sun Lee, professor of English and director of the American Studies program, through which the minor is offered. Beyond the persistent student interest, Lee says, “many things came together to make this minor happen,” including faculty support and the administration’s openness to it. “And for the first time ever,” she notes with pride, “psychology and American studies have a cross-listed course!”

—Liz Johnson ’01
The Critical Reader

IN HIS 38 YEARS OF TEACHING, Tim Peltason, professor of English and Class of 1949 Professor in Ethics, has helped generations of Wellesley students become astute readers of British and American literature. They, in turn, have helped teach Peltason to become more trusting of his instincts as a critic.

“I write best and most happily,” he says, “when I am reporting directly on the reading experiences that have mattered most to me in my decades as a teacher and reader, without worrying about whether I know all the adjacent and secondary material, or whether what I want to write is precisely what’s being called for by the scholarly conversation of the moment.”

That approach has informed four recent essays, including “Love and Judgment in The Adventures of Huckleberry Finn,” which reframes the question of the novel’s relationship to slavery and racism. The essay was published last spring in Raritan, an influential journal of culture and politics. Peltason presented a Wellesley colloquium on the subject in December, organized and moderated by his colleague William Cain. The essay grew, he says, from his “deep conviction of the novel’s lasting power both to delight and disturb. As the years have gone on, I’ve become increasingly, uncomfortably aware of the extent to which the book is itself in thrall to—and we all still participate in—the racial divisions and inequalities that it was meant to expose and examine.”

Peltason believes that reading critically doesn’t have to impede one’s enjoyment of a text. “My love for Huck Finn has not been diminished by time, even as my judgment of it has matured and has altered somewhat the character of that love,” he says. “I still value the book highly as a great achievement of the moral and creative imagination. But without imagining that it has spoken the last word, or has spoken only right words, about its central American subject.”

Other recent essays have focused on Jane Austen, Oscar Wilde, and the crime fiction of Donald Westlake.

Peltason feels deeply indebted to all those in whose company he’s come to know and love the books of his life. “I can’t begin to disentangle from one another the influences on my writing of teaching and talking with students, of reading primary and secondary texts, of talking with the friends and colleagues at Wellesley who have done so much to shape my thinking about literature and criticism. I’m grateful to have spent my adult life at Wellesley and in a vocation that invites me—that obliges me as both a teacher and a writer—to mitigate the scary circumstances of human life by finding good sentences in which to bring those circumstances to shareable life.”

—Elizabeth Lund

Bells Are Ringing

WE CLIMBED GALEN STONE TOWER with a few questions for Margaret Angelini ’85, carillon instructor and director of the Guild of Carillonneurs.

Do you remember the first time you heard the College bells?
The second day I was on campus, I opened up my dorm room window in Bates, heard the carillon, and ran across the campus as fast as I could and up the stairs to try to meet the person who was playing the bells. When I got there, she’d finished, but there was a sign on the door: “If you’re interested in playing the carillon, come to the informational meeting.” And I signed right up, and I’ve been playing ever since.

Did you come to Wellesley to study music?I knew I wanted to do music, but I didn’t know how I wanted to do it. And coming someplace where music was a part of the whole picture meant that I could hedge my bets against other things. But I also realized that, in the long run, it was probably a better decision than a conservatory, because a musician without other aspects of her life developed is pretty atrophied. You’re a much richer musician for having studied philosophy and done scientific experiments.

What books would we find on your nightstand?There’s the book Hallucinations, by Oliver Sacks. I love his writing, because he sees people so beautifully. And there’s a book by the carillonneur at the University of Leuven in Belgium. It’s a great carillon history book.

What can you see from up here?I can see the weather coming from all four directions. I can see when the observatory is open for stargazing. I can see airplanes taking off from Logan. I can see the boats out on the lake. But I can’t see anything private or personal, because I’m too far up in the air. It’s my favorite spot on campus, and it’s a good thing it is. I spend a lot of time up here.

—Catherine O’Neill Grace
Shelflife

Reviews of books by Wellesley authors

The Final Flights

LEAVING ORBIT
NOTES FROM THE LAST DAYS OF AMERICAN SPACEFLIGHT
MARGARET LAZARUS DEAN

LEAVING ORBIT IS A HEARTFELT OBITUARY of the final days of the NASA space-shuttle program, told poetically by Margaret Lazarus Dean ’94. A professor of English at the University of Tennessee, Dean teaches creative nonfiction writing—but grew up haunting the exhibit halls of the Smithsonian’s National Air and Space Museum in Washington, D.C. She has both the sentimental and the technical language at hand to describe the “emotional meanings of space-flight” through the last shuttle launches as the program came to an end in 2011.

The book won the 2014 Graywolf Nonfiction Prize, awarded annually for the past decade by Graywolf Press in Minneapolis for “innovative, boundary-testing works of nonfiction.” In it, Dean takes a grand topic—the utter complexity of an enormous collaborative human project and why it was terminated—and makes it accessible to readers who might not already be spaceflight enthusiasts. She explores the human aspects of the space-shuttle program and provides enough space history to satisfy readers without a NASA background—as well as experts. She emphasizes the promise of the adventure of space-flight, and explains how budget cuts, politics, expense, and accidents derailed the program.

To write Leaving Orbit, Dean talked with current and former astronauts to get their takes on the finality of the space-shuttle shutdown and what it means for American human space exploration, read the work of a host of authors who chronicled different portions of the program, and drove 12 hours to witness the final three shuttle launches in person. A trip to Kennedy Space Center at Cape Canaveral in Florida stirs Dean as she visits one of the largest buildings in the world, a structure used for mating space shuttles to their booster rockets. “The building is simply enormous in a way that people react to viscerally and emotionally,” she writes, noting that it is similar to how cathedral architecture affects those who step inside. Tears form in her eyes when she enters the space.

Dean’s writing is warm and inviting, a compassionate treatment of a technical topic. There are space books that laboriously focus on mechanical minutiae; Leaving Orbit isn’t one of them. “The challenges of spaceflight reveal themselves to be distinctly terrestrial,” Dean notes, describing the difficulties of launching rockets from the mosquito-laden swamps of Florida.

“Only when an era ends do you get to figure out what it has meant,” Dean writes. Leaving Orbit is a snapshot of the feelings, smells, sounds, and experiences of the final days of the shuttle program. There will be some sort of U.S. spacecraft in the future, whether it’s NASA’s planned Space Launch System or commercial endeavors such as SpaceX. Yet the end of the shuttle era meant the loss of large, ambitious, bold space exploration for NASA that not only had government support but also captured the American imagination. With the Apollo missions to the moon in the 1970s, there was a promise of a sustained human presence in space and people believed that the 21st century would see humans on Mars. The end of the shuttle program represents a loss of this optimistic vision.

Leaving Orbit is a book unafraid of the emotions that accompany the passing of a heroic period in American history, a story told through the lens of journalism, lyrical prose, and the personal stories of the people invested in the shuttle program—including Dean herself.

—By Alessandra Springmann ’07

Springmann is a planetary astronomer with rocket science aspirations. She also cried when seeing the space shuttles in person.
In December 2014, Cambridge University Press released an annotated scholarly edition of Virginia Woolf’s *Mrs. Dalloway* edited by Anne Fernald ’88, associate professor of English and director of writing and composition at Fordham University. Fernald spent 11 years completing the textual edition. We caught up with her by phone at her home in New Jersey, where she is on sabbatical, taking a botanical illustration class and working on a new project.

Did you discover Virginia Woolf at Wellesley?
I didn’t study Woolf at all at Wellesley, but when I got to Yale, I took a class on Virginia Woolf and Gertrude Stein from Harriet Scott Chessman ’72. And I fell in love. I thought, Virginia Woolf is the writer for me. So even at Yale, it was through Wellesley that I found her.

Why is Woolf the writer for you?
It’s the sentences. It’s the care she pours into her sentences. In every paragraph you read, there is some very careful, incredibly specific, poetic way of describing ordinary experience. She’s paying attention to ordinary life, and connecting it to the five senses, but also connecting it to books that she’s read.

Are you a scholar who enjoys the tiny increments of comparison and notation in textual editing?
It was hard for me to learn how to take the kind of care I needed to take. And it’s a different kind of care than the artist has to take. I was talking about how much I love Woolf’s sentences—but that’s creative. Making a precise table about how many commas are in the American edition but aren’t in the British edition is key, but it’s not creative. Virginia Woolf found even the little bit of work like that that she had to do incredibly tedious. I took solace in that. I knew that she would have felt my pain.

By Catherine O’Neill Grace | Grace is a senior associate editor of Wellesley magazine.

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**An Edition Of Her Own**

Anne Fernald ’88, editor
*Mrs. Dalloway*
The Cambridge Edition of the Works of Virginia Woolf
378 pages, $150

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**Bibliofiles**

Did the work change your experience of reading the book?
The novel has gotten—I don’t want to say encrusted, because that sounds barnacle-y—it’s more like lacquered. That’s the right word. The novel is lacquered in many, many, many layers. I know so much now about the literary allusions, the biographical references, what was going on in her life when she read a certain scene, what she was reading, what she was reviewing, why Homer comes in at that particular moment. The novel has gained depth and complexity for me. I don’t know if there are many books that would work that way. I think the tribute is to Virginia Woolf. This is a great work of art, one of the masterpieces of the 20th century.

What are you working on during your sabbatical?
My project is an article on Margaret Wise Brown, who wrote *Goodnight Moon. Goodnight Moon* really matters to us; it’s in our DNA.

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**Freshink**

**MARION BRENNER ’86**, photographer—In and Out of Paris: Gardens of Secret Delight, Gibbs Smith
**DEBORAH CRAMER ’73—**The Narrow Edge: A Tiny Bird, an Ancient Crab, and an Epic Journey, Yale University Press
**VIVIAN WITKIND DAVIS ’67—**Paper Heirloom: A Memoir, Amazon CreateSpace
**AIMEE ERGAS ’75—**Michigan Women Who Made a Difference, Jewish Historical Society of Michigan
**MARThA ERTMAN ’85—**Love’s Promise: How Formal and Informal Contracts Shape All Kinds of Families, Beacon Press

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**NANCY FALLS ’78—**Corporate Concinnity in the Boardroom: 10 Imperatives to Drive High Performing Companies, Greenleaf Book Group Press
**HELEN CURRIE FOSTER ’67—**Ghost Cave and Ghost Dog, Amazon CreateSpace
**Hahrie Hahn (faculty) with Elizabeth McKenna—**Groundbreakers: How Obama’s 2.2 Million Volunteers Transformed Campaigning in America, Oxford
**ANNE HEDGREEN ’78—**Her Beautiful Brain, She Writes Press
**RANA HOBB ’96—**Hands on the Sun: Collected Love Poems, Amazon CreateSpace

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**MARY CLAIRE KENDALL ’81—**Oasis: Conversion Stories of Hollywood Legends, Franciscan Media
**DIANE PLANER LOVEJOY ’78—**Cat Lady Chic, Harry N. Abrams
**JOAN LOVET ’72—**Trauma-Attachment Tangle: Modifying EMDR to Help Children Resolve Trauma and Develop Loving Relationships, Routledge Publishing
**MARY ANNE MOREFIELD ’59—**Earth, Grass, Trees and Stone, Coffeeetown Press
**LORINE ANDERSON PARKS ’53—**Persons of Interest, Los Netas Press
**MIRIAM SCHIFFER ’01—**Stella Brings the Family, Chronicle Books

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**BREE SCHUETTE ’97—**The Furry Adventures and Tales of Flippy-Floppy Mopsy-Boo, Kindle
**CAROL FERRING SHELPELEY ’72—**St. Louis: An Illustrated Timeline: Blues, Baseball, Books, Crooks, Civil Rights and the River, Reedy Press
**VICTORIA SHORR ’71—**Backlands, Norton
**J.E. SMYTH ’99—**Zinnemann and the Cinema of Resistance, University Press of Mississippi
**ROXI THOREN ’96—**Landscapes of Change: Innovative Designs for Reinvented Sites, Timber Press

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**JEAN VAN’T HUL ’99—**The Artful Year, Roost Books
not all here

A peripatetic American expat finds that the familiarity of ‘home’ is always slightly out of reach.

By Paula Butturini ’73 | Illustrations by Ana Bustelo
ven now I find it hard to believe that I spent three-quarters of my adult life working and living abroad. Can’t possibly be, I mutter, but there it is, the same answer time after time at the end of the equation: 2014 minus 1982 equals 32.

I was 31 when I left Dallas for London in 1982, divorced, childless, eager to know what life might have been like if my forebears hadn’t emigrated from Italy in the early 1900s. I was 63 when I left Paris for Chicago late last August, married, the mother of a serious 17-year-old determined to take her 15 years of ballet training to the next level.

If simple cross-town moves can be tough, those involving international borders are infinitely more fraught. But somehow I, and later we, mastered the art of changing countries and language while living the peripatetic expat life of foreign correspondents: London, Madrid, London, Rome, Warsaw, Berlin, Rome, Paris.

“Lucky you,” people often respond when they ask where we’ve lived. I’m always the first to agree. But I never know how to answer when they follow up with the inevitable, “What’s it like to be home?”

My gut response—a puzzled-sounding “Home?”—tends not to go down well. But the fact is I haven’t felt at home since we moved back, and didn’t expect I would. Perhaps it’s because I left young, with parents and two grandparents living, and returned a woman of a certain age, the older generations buried. Perhaps it was remarrying and having a child in Italy, then shepherding her through the school system of France before the three of us returned to our passport home, minus a map to navigate.

It’s possible the culprit is the simple passage of time: When I left, Ronald Reagan was president, Britain was about to go to war with Argentina, and UConn was an unheralded basketball backwater. At the time, anyone who thought communism’s grip on Eastern Europe and the Soviet Union was only seven years from utter collapse would have been labeled mad.

Perhaps it’s the sea changes in American life that explain my unease. Who sent our factory jobs to the developing world while I was gone, our secretarial and administrative jobs to customers’ home computers? When did poisonous party politics replace public discourse? Who canonized a new class of oligarchs and decreed that stratospheric wealth was a heavenly nod from the Creator? When did public civility and civic obligation become quaint? How can white police shootings of young black men be back in the news, half a century after Selma—the march, not the movie?

Perhaps it’s the sheer size of this country—big enough to be several nations—that makes me feel unsettled. Whatever the cause, today’s Midwest is a very different country from the New England of my childhood, just as Dallas—where I moved at age 26, four years after graduation from Wellesley—was an altogether different country from my home state of Connecticut.

It may sound odd, but Dallas remains, even today, the most foreign city I ever got to know. When did poisonous party politics replace public discourse? Who canonized a new class of oligarchs and decreed that stratospheric wealth was a heavenly nod from the Creator? When did public civility and civic obligation become quaint? How can white police shootings of young black men be back in the news, half a century after Selma—the march, not the movie?

But decades later, my father remembered that call, my voice sounding shaky as I tried to describe how the endless north Texas sky stretched so high and wide that it made me feel dizzy and lost, so totally uprooted, in fact, that moving to London five years later felt almost like moving home.

Our new temporary home of Chicago feels nearly as foreign as Dallas once did: the land too flat, the people too affable and polite, Lake Michigan constantly playing tricks, lulling me—with boat basins and gulls—into thinking I’m finally back to the saltwater life of my childhood.

But the only salt water here comes from the rock salt of winter used on icy roads and sidewalks. No matter how many times my daughter and I walk to the lake’s edge seeking that briny smell of Long Island Sound, we come away without it.

The morning after our Paris-to-Chicago flight late last summer, an old family friend led us on our apartment hunt. By early afternoon, we’d signed a lease. By evening, we were using our new cellphones. Next morning, she drove us to Ikea to buy the bare-bones furniture needed for our 10-month stay. Mission semi-accomplished in record time, I foolishly dared to think that this umpteenth move might not be as wrenching as we’d all feared.
Lake Michigan constantly plays tricks, lulling me—with boat basins and gulls—into thinking I’m finally back to the saltwater life of my childhood.

It helped that Chicago was lively, full of affordable music, dance, museums, and bright winter sunshine to make up for the bitter cold. College friends old and new welcomed us, took me to an opera rehearsal, found me the serious acupuncturist I needed to cure my insomnia, and drove me out of the city on a sunny September Saturday to hike in a hilly forest sprung from a glacial moraine.

A Wellesley classmate I barely knew kept us on budget, lending us dishes, cutlery, lamps, tools, and, perhaps most important for a family without a car living in downtown Chicago, one of those old-lady shopping carts you pull along behind you, just like the carts I’d been using in Europe for years.

Knowing I couldn’t hope to feel settled until I’d figured out how to feed us, I and my cart soon visited every supermarket within walking distance. I left each one feeling dizzy, benumbed. I don’t crave scarcity, but the two vast floors of choice at my local Mariano’s supermarket rattle me still. I loathe the sign they post in the produce department where I spend most of our food budget. The other day it read: Today’s Produce / Variety Count 967 / Organic Count 256.

No wonder food shopping took forever; too much choice simply inhibited decisions. Will my passport be revoked if I suggest that America doesn’t need sour-cream-onion-bacon-chipotle-barbecue potato chips, or seven kinds of Oreos, or a baby grand parked among the floral stalls?

All the years we were abroad, neither my husband (who left New Jersey on a Fulbright scholarship 15 years before I did) nor I ever felt anything but American. Living abroad only made us feel more American, not less so. Though I was charmed by nearly every country in which I set down roots, none ever enticed me to shed my American skin for a foreign one.

As time passed we grew comfortable in our otherness, a good thing it turns out, because that sense of otherness has persisted even though we’re back on American soil.

My husband suggests that we may be missing what the Germans call Idiotenfreiheit, or the freedom enjoyed by idiots, the insane, a freedom that can apply to foreigners as well. Foreigners living outside their home country often enjoy a large measure of psychological freedom; they may be treated much the same way a country treats its own citizens who are not quite “all there.”

But we’re not quite “all here” either, and I doubt we’ll feel differently no matter how long we stay. Having spent most of our lives physically away from our birth country, living in foreign ones, it’s hardly surprising we feel most at home in the expat netherworld we’ve happily been inhabiting, that our daughter’s closest friends in Chicago are Japanese, also studying ballet far from “home.”

No wonder the people who best understand us now that we’re back are those who were born elsewhere or lived elsewhere long enough to fall off the beaten track. “Home” remains always slightly out of reach, somewhere between where we’ve been and where we’re headed. We remain, as ever, slightly out of step, but contentedly so, puzzling our way through to the next stop, wherever it may be.

Paula Butturini ’73 is a former foreign correspondent for United Press International and the Chicago Tribune and a longtime contributor to the New York Times travel section. Her book, Keeping the Feast, is a memoir about injury and healing told through food.
Wellesley Considers What It Means to Be a Women's College in an Era of Gender Complexity

By Lisa Scanlon Mogolov ’99
Illustrations by Sébastien Thibault
On Wednesday, March 4, the members of the President’s Advisory Committee on Gender and Wellesley gathered in a conference room in the campus center overlooking the snow-covered Alumnae Valley, as they had nearly every week since the group was formed in October. During that time, they had fully immersed themselves in studying the question of what it means to be a women’s college in the 21st century—a time when gender is no longer considered a simple binary of male and female. In particular, the PACGW was asked to focus on what the College’s policies on admission and graduation might be in the future.

But this gathering of the committee was different. It was a meeting that had been called suddenly, earlier in the day, and everyone had a feeling that they were about to hear some big news.

“I had no idea what the policy would be. Literally, no idea. There was nothing I could possibly predict, even after having met the trustees several times,” says Kayla Bercu ’16, a student representative on the PACGW. “I was so nervous. I had to hold one of the other student member’s hands for a couple minutes until I could calm down and pull myself together.”

Then President H. Kim Bottomly came in and sat down. The room fell quiet. She greeted and welcomed the members of the committee, thanked them for their work, and began reading the new policy on gender, which was centered on a reaffirmation of Wellesley’s mission as a college dedicated to the education of women.

“I was just in shock,” says Bercu. “To actually hear that the work we had done helped contribute to this decision was something that I could never have predicted. That feeling was unbelievable. Especially because the decision that was made is one that I personally agree with.”

The next day, President Bottomly and Laura Daignault Gates ’72, chair of the board of trustees, sent out a letter to the Wellesley community announcing the decision. The Wellesley College Board of Trustees had approved the policy recommendations of the Trustee Committee on Gender and Wellesley, which were “informed by the findings of the [PACGW] … ; by inquiry into educational, social, legal, and medical considerations about gender identity; and by extensive conversation and consultation across the community.”

The announcement stressed that the decision was a reconfirmation of Wellesley’s mission to provide an excellent education to women who will make a difference in the world, and stated that the board approved the following admission policy: “Wellesley will consider for admission any applicant who lives as a woman and consistently identifies as a woman.”

A Frequently Asked Questions (FAQ) document accompanying the announcement clarified who would and would not be eligible for admission:

- Trans women—those assigned male at birth but who identify as women—are eligible for admission. (See “Gender Terminology,” page 33.)
- Individuals who were assigned female at birth who identify as nonbinary and “who feel they belong in our community of women” are eligible for admission.
- Trans men—those assigned female at birth but who identify as men—are not eligible for admission.

The policy calls every student a “valued part of the College culture”—deserving of the full support and mentorship of the faculty, staff, and administration once accepted. If, during a student’s time as an undergraduate, the student no longer identifies as a woman, Wellesley will support the student’s decision to stay at the College or will offer counseling and resources if the student prefers to transfer. From a legal standpoint, Title IX protects the College and allows gender discrimination at the point of admission. Once the student matriculates, however, both federal and state law prioritize the rights of the individual, protecting the student’s right to decide whether to stay or transfer to another institution.

Finally, the policy states that in institutional communications, Wellesley will continue using female pronouns and the language of sisterhood, “both of which powerfully convey important components of our mission and identity,” as Bottomly and Gates said in their letter to alumnae. (See “Sisterhood Is Here to Stay,” page 27.)

Other women’s colleges have also announced recently that they will open their doors to trans women—Mills, Mount Holyoke, Simmons, and Bryn Mawr—with each school adopting different policies. (While some schools
emphasized access for all those who have been discriminated against because of gender or gender identity, Wellesley’s policy reaffirms its focus on women.) Beyond women’s colleges, transgender rights have become a topic of national discussion. Last year, actress Laverne Cox, a trans woman, graced the cover of *Time* magazine beside the headline, “The Transgender Tipping Point: America’s Next Civil Rights Frontier.” *Transparent*, an Amazon original series about a trans woman who transitions late in life, won two Golden Globes in January; that same month, the State of the Union address included the word “transgender” for the first time.

The subject may not be unique to Wellesley, but the way the College approached it was distinctly Wellesley, says Adele Wolfson, chair of the PACGW, as well as Schow Professor in the Physical and Natural Sciences and professor of chemistry. “The process was great. It was a very Wellesley thing, that we decided to do it in a thoughtful, academic way. We treated it as both something that was interesting intellectually, as well as pressing politically, and in every other way,” says Wolfson.

**The Conversation Begins**

Many alumnae assume that Wellesley began formally discussing this subject in response to the *New York Times Sunday Magazine* article “When Women Become Men at Wellesley,” which was published on Oct. 19, 2014. In fact, says President Bottomly, the subject was discussed well before then. In the fall of 2013, she and other presidents of women’s colleges began talking about transgender students on campus and what the evolving understanding of gender meant for their institutions. In May 2014, Bottomly and Gates, the chair of the board of trustees, decided that they would bring the subject to the Wellesley community during the 2014-15 academic year. They were taking up the topic, Bottomly said in a video statement to alumnae in December 2014, because recent social change had made it possible for transgender students to express their identities openly and for their peers to accept them when they did so. “That recently acquired freedom that transgender students now feel, as welcome and long awaited as it is, is the answer to why this is a topic now. The broadening societal acceptance of gender fluidity has its flashpoint at single-gender institutes. It’s happening everywhere, but it’s most noticeable here,” Bottomly said.

Soon after the semester started in September 2014, Bottomly announced that she was appointing an advisory committee composed of students, faculty, staff, and alumnae to study the issues raised for Wellesley. By October, the committee was formed—19 members, plus five advisors with expertise in areas of interest to the committee (like student life, for example).

“It was a very big committee and a very diverse committee in terms of previous knowledge,” says PACGW chair Adele Wolfson. “Everybody was interested, obviously, or they wouldn’t have volunteered, but how much people knew, and what their areas of expertise were, and how much personal experience they had, and what their views were, and their ages, and what their academic disciplines were … it was really a very broad committee in a lot of ways.”

When the announcement about the gender decision went out, even before explaining the clarified admission policy, it reassured alumnae that the College will continue to use female pronouns and the language of sisterhood in institutional communications. It was important to include this as part of the decision, says Chair of the Board of Trustees Laura Daignault Gates ’72, because “Wellesley helps women see themselves at the center of the action. And the words that we use, and the way we see ourselves in the examples, and the way we’re addressed, all those things help us do that.”

This means that letters from President Bottomly, language on the College website, and communications with the student body will continue to use female pronouns. However, it will be up to professors to decide what language they want to use in the classroom, and it is expected that individuals’ preferred pronouns will still be respected.

While some students feel that the language of sisterhood erases the existence of members of the trans community at Wellesley, most Wellesley students and alumnae support the decision. “If there is any student who is applying to Wellesley College and doesn’t wholeheartedly believe in being part of a sisterhood, whether they are a sister or not, then I don’t think they should come here,” says Kayla Bercu ’16, a member of the PACGW.

—L.S.M.
Hearing Student Voices

Perhaps the most visible members of the PACGW on campus are its five student members: a first-year, three sophomores, and a junior, with a range of gender identities and a unified commitment to bringing all members of the Wellesley community to a common baseline level of knowledge and understanding about gender. They went through a lengthy process to be nominated for the committee; more than 40 students applied and were interviewed by College Government representatives for the positions.

One of the students who earned a coveted PACGW position was Kayla Bercu ’16, a women’s and gender studies major from New York who identifies as gender-queer. (See “Gender Terminology,” page 33.) “That’s because sometimes I wake up and I feel like a boy, and other days I feel like a girl, and some days I don’t decide. Being at Wellesley has given me the opportunity to explore that, and I didn’t even have a word for it before I came here,” says Bercu. (Like some nonbinary individuals, Bercu prefers pronouns differing from the traditional “he” or “she.” Bercu’s personal pronouns are “they/them/their.”) Last year, Bercu worked with the New York City Dyke March “coordinating their new policy to be trans inclusive,” they say. When Bercu heard that there was an opportunity to be part of a committee investigating possible changes to Wellesley’s admission and graduation policies, “I knew I had to be involved, and that was it.”

Bercu has loved “realizing how much people can grow through education.”

“The first-year student on the PACGW, Sofie Werthan ’18, joined the committee just weeks after first arriving on campus. Although she led organizations that deal with gender and sexuality through her high school and the San Francisco Jewish Community Center, she was excited to be part of a community where there are many more people who are open about their identities. “A great experience for me personally is really understanding that these aren’t theoretical concepts. They are also people’s lived experiences, they’re people’s identities, and whatever you do is going to have a very real impact on current students and potential students,” Werthan says.

The Times Article

Naturally, the PACGW students thoroughly discussed the New York Times article with the rest of the committee. “I think the tone of the article was probably the most damaging, that it represented trans men on campus as being an enormous group that was threatening and was going to take over the spirit of the College,” says Wolfson. According to the results of a PACGW campus survey, trans men only represent about 0.3 percent of the student population, which is comparable to estimates of transgender individuals in the U.S. population overall. (By contrast, the number of male students taking classes on campus from Olin, Babson, or MIT is about 2 percent any given semester.) In addition, the survey found that 4 to 5 percent of Wellesley students consider themselves nonbinary.

‘THIS DEEPENING OF OUR UNDERSTANDING OF WOMEN, AND WHAT IT MEANS TO BE A WOMAN IN THE 21ST CENTURY, AND THE IMPORTANCE OF WOMEN’S COLLEGES IN THE 21ST CENTURY, ALL IT DOES IS MAKE [WELLESLEY] STRONGER, AND MAKE ME, AND I THINK A LOT OF OTHER PEOPLE, MORE COMMITTED TO OUR MISSION.’

— LAURA DAIGNAULT GATES ’72, CHAIR OF THE WELLESLEY COLLEGE BOARD OF TRUSTEES
Also, Bercu says, “the article misgendered many of the students that they interviewed. It was really quite awful. Many of the people who were interviewed don’t identify as male. In fact, they identify as nonbinary and have no plans on medically transitioning to another gender.” Also, many students objected to the fact that the article focused on trans men, and did not address the fact that many students had been trying passionately to get the College to accept applications from trans women for some time.

The Learning Curve

While the student members of the PACGW showed up at the first committee meeting already very conversant with issues around gender identity, many others on the committee had a lot to learn. Lia Gelin Poorvu ’56, a former Wellesley trustee, says that when she first joined, she knew very little about the subject. “I taught French literature for 40 years, so I certainly thought I knew a lot about the human experience. And yet, I must say, until recently, I didn’t know the difference between gender and sexuality. So you see, it’s definitely a generational thing. Even if I thought I was keeping up and I was reading, I really was quite behind the times. So it was a tremendous learning process,” she says.

Poorvu gives the students on the PACGW a lot of credit for helping her along. For example, a small Gender 101 handbook the students made explains that “gender is a person’s internal concept of who they are and how they identify,” sexual orientation is who a person is attracted to, gender expression is how they present themselves, and “sex is a person’s external physical appearance, specifically their reproductive organs and hormones.” Like the rest of the committee, Poorvu also did extensive reading. “You should see what my house looks like with these piles of books and papers,” she says. And through all this work, “I’ve come to the realization that our understanding of gender identity has evolved. Gender evolves, and the more they will continue to evolve. I am delighted that Wellesley has dealt with these issues openly and is maintaining its identity as a women’s college with this broader definition of women.”

The Campus Conversation

One of the most successful events of the year, say members of the PACGW, was a dinner where students could meet and share their thoughts with members of the Trustee Committee on Gender and Wellesley. On Feb. 3, over 150 students braved snowdrifts to go to Tishman Commons in the campus center and talk gender and Wellesley over pasta and salad. Attendees were randomly placed at small tables, to make sure that most tables had a mix of students, PACGW members, and trustees. “It was wonderful,” says Poorvu. “I just listened and learned so much. … I was impressed with how articulate [the students] were, and very, very respectful of other people’s opinion.”

Ellen Goldberg Luger ’83, the chair of the trustee committee, had a similar experience. “The students on the PACGW did a fantastic job of setting the context for the discussion. … We talked a lot about the mission of Wellesley, and what that means to each of us, and how we viewed this process and this decision in the context of educating women,” Goldberg Luger says. “I think the format of the dinner allowed everyone to feel that they could express how they genuinely felt. They could ask questions. It was just a very candid and open and honest dialogue.”

Evan Segreto ’15, a genderqueer student whose preferred pronouns are “they/them/their,” was a facilitator at the dinner with the trustees. “I didn’t expect it to be good, but … the trustee at my table was very, very respectful. She was trying very hard to educate herself. … She came very open-minded and very willing to engage, and I thought it was great,” they say. “That gave me a lot of hope.”
Unfortunately, the dialogue on campus around gender identity hasn’t always been as open, says Segreto, who is copresident of both Siblings, Wellesley’s transgender/genderqueer group, and Tea Talks, the Asian/Pacific Islander queer group. “I think that the opinions within the trans community are probably as diverse as the opinions in the general community. But my pocket of friends in the trans community, we have felt a little bit afraid to voice our opinions,” Segreto says. “It’s been uncomfortable hearing things. … I kind of walk around thinking, well, are these the people who think that I don’t belong here?”

Many students—of all points of view—have raised the question of whether Wellesley is a “safe space” for discussing issues around gender. This concern was voiced anonymously by many students through the PACGW survey. “I think that the climate to discuss gender at Wellesley is uncomfortable and overwhelmingly liberal—to the point where the presumed minority (although it may be majority) is afraid to voice their opinion that they want Wellesley to be a women’s college,” one student wrote. Another commented, “Those who have tried to speak out in disfavor of these issues in the past, particularly on Facebook, have been met with anger, disdain, and disrespect, therefore discouraging others from opening up.”

Hana Glasser ’15, the 2014–15 College Government president, thinks that one thing that might help create a climate where people feel more comfortable sharing their thoughts and concerns, whatever they may be, is offering more opportunities like the trustee dinner. “It’s a very Wellesley fear of being wrong, or saying the wrong thing, or doing the wrong thing, because we aren’t used to saying or doing the wrong thing,” she says. “I think creating these more natural settings, where people can bounce ideas off each other, where people can explain who they are and where they’re coming from, [is] so much more constructive when it comes to something this delicate than these big forums. … That’s a model that we should use for more things on campus.”

A Decision Is Made

As the PACGW was doing its work on campus, the members of the parallel committee of trustees were also at work educating themselves and preparing a recommendation to put before the board of trustees.

One of the members of the trustee committee was Judy Ann Rollins Bigby ’73, a physician and former Massachusetts secretary of health and human services who is now a senior fellow at Mathematica Policy Research. “I’ve had the experience that with these sort of committees, there’s a preconceived idea of what the outcome is going to be, and the committee doesn’t really have a chance for much input. But that was definitely not the case here,” Bigby says. “It was really clear that people were learning as we went through this process, and it was really nice to see that people were open to the discussion and perhaps to thinking about something in a different way.”

For Laura Gates, the chair of the board of trustees, “This deepening of our understanding of women, and what it means to be a woman in the 21st century, and the importance of women’s colleges in the 21st century, all it does is make [Wellesley] stronger, and make me, and I think a lot of other people, more committed to our mission.” Goldberg Luger, chair of the trustee committee, agrees. “For me, the most important thing is that we reaffirmed the mission of Wellesley College, to educate women, and that it is as important today as it was when the College was founded.”

The Response

The reaction to the decision has been overall positive, from both students and alumnae. Wellesley College Alumnae Association Executive Director Missy Siner Shea ’89 says that a majority of the emails in response to Bottomly and Gates’ announcement—which came from the classes from the 1940s to the most recent...
grads—were supportive. “I believe you have arrived at a caring and clear policy which I support. Women’s colleges still have an invaluable role to play in our society,” wrote one alumna from the 1950s. Another woman from the 1970s commented, “I am forever grateful for my own experience and education at Wellesley, where women were and remain central, and I am profoundly proud that the College remains committed to providing this experience to future generations of women.”

Shea says that most of the responses that were not positive were requests for clarification about what happens when a student no longer identifies as a woman after matriculation. Very few alumnae expressed concern about trans women now being eligible for admission.

Some students have criticized the policy as inconsistent and unfair since it excludes nonbinary individuals who were assigned male at birth while accepting those assigned female at birth. In response to that concern, Gates comments, “If you think about our mission as a women’s college, in our view, having people who are assigned male at birth who are nonbinary is not in keeping with the mission.” And there are students who agree with the decision, saying that it is a way to ensure that applicants have lived experience as women.

Moving Forward

Now that the gender policy has been approved, many departments across campus are working to implement it, from residential life to health services. The first class to enter under this new policy will be the class of 2020, who are currently completing their junior years in high school. A working group comprised of several members of the Board of Admission and the committee that oversees financial-aid policy will recommend an implementation plan that includes a set of best practices and guidelines in advance of the 2015-16 admission cycle. This work is expected to be completed in the coming months. The PACGW will also continue to work together.

College Government President Glasser says that a lot of the conversation now on campus among students is about implementation. First, how are students going to be involved in the process going forward, and second, how are trans women going to be involved in the conversation? “The mandate now is to make Wellesley as welcoming and accepting a place as possible for new students,” she says.

PACGW first-year Werthan says it is crucial to continue the education that happened on campus this year. “It’s not a one-time workshop where you learn terminology…. Everyone is so socialized, especially regarding gender, from such a young age, that it’s so simple: There are men and women. It’s seen as natural and innate. And transgender people don’t conform to those simple notions, so you have to undo so much socialization to really understand the complexity of gender and really get to the heart of the matter.”

But Werthan believes that Wellesley is up to the challenge. “Wellesley is not facing this existential crisis that the New York Times would lead you to believe. And definitely, I think Wellesley is still a place for empowerment and education and learning, and we’re not falling to the ground and losing all the things that make alums love it so much,” she says. She thinks that her great-grandmother Leah Rose Bernstein Werthan ’29 and her great-great-aunt Edith Bernstein Frankel ’28 would still recognize their alma mater. “Our traditions are still going strong. I mean, things are changing. That’s just what happens. Things evolve. But at its core, Wellesley is still the institution that has made such great leaders out of so many women.”

Lisa Scanlon Mogolov ’99 is a senior associate editor at Wellesley magazine.

There are many resources for further education on the website of the President’s Advisory Committee on Gender at Wellesley. Go to the MyWellesley portal on www.wellesley.edu to access the site. You will be prompted to use your Wellesley Login. (For instructions on setting up your login, visit www.wellesley.edu/alumnae/wellesleylogin. Or contact the Wellesley Computing Help Desk at helpdesk@wellesley.edu or 781-283-3333.)
# Gender Terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td>The classification of people as male or female. Sex is usually assigned at birth based on external anatomy but is determined by characteristics like chromosomes, hormones, and reproductive organs.</td>
</tr>
<tr>
<td><strong>Gender Identity</strong></td>
<td>One’s internal, deeply held sense of one’s gender. Unlike gender expression, gender identity is not visible to others.</td>
</tr>
<tr>
<td><strong>Gender Expression</strong></td>
<td>External manifestations of gender, expressed through one’s name, pronouns, clothing, haircut, behavior, voice, or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine and feminine changes over time and varies by culture. Typically, transgender people seek to make their gender expression align with their gender identity, rather than the sex they were assigned at birth.</td>
</tr>
<tr>
<td><strong>Cisgender</strong></td>
<td>A term used by some to describe people who are not transgender. “Cis-” is a Latin prefix meaning “on the same side as.”</td>
</tr>
<tr>
<td><strong>Genderqueer</strong></td>
<td>A term used by some people who experience their gender identity and/or gender expression as falling outside the categories of man and woman. They may define their gender as falling somewhere in between man and woman, or they may define it as wholly different from these terms. The term is not a synonym for transgender.</td>
</tr>
<tr>
<td><strong>Nonbinary</strong></td>
<td>Similar to genderqueer, this is a way of describing people who do not identify as men or women and instead exist between or outside the gender binary that society upholds.</td>
</tr>
<tr>
<td><strong>Transgender</strong></td>
<td>A term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. Many transgender people are prescribed hormones by their doctors to change their bodies. Some undergo surgery as well. But not all transgender people can or will take those steps, and a transgender identity is not dependent upon medical procedures.</td>
</tr>
<tr>
<td><strong>Trans men</strong></td>
<td>People who were assigned female at birth but identify and live as men may use this term to describe themselves. Some may prefer to simply be called men, without any modifier.</td>
</tr>
<tr>
<td><strong>Trans women</strong></td>
<td>People who were assigned male at birth but identify and live as women may use this term to describe themselves. Some may prefer to simply be called women, without any modifier.</td>
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Source: GLAAD
2015
Alumnae Achievement Awards
Wellesley’s highest honor is presented annually to graduates of distinction who, through their achievements, have brought honor to themselves and to the College.

The 2015 recipients are:

**Jean Kilbourne ’64**
*Media activist and filmmaker*

**Nancy Kornblith Kopp ’65**
*Politician and public servant*

**Suzanne Ciani ’68**
*Electronic music pioneer and composer*
So she embarked on the quest that has consumed her ever since. She looks critically at a wide range of public-health problems through the lens of advertising and marketing—from eating disorders to violence against women, high-risk drinking, and smoking—and teaches media literacy as a tool to prevent these problems. “Almost every public-health issue has an industry on the other side that’s profiting from it,” says Kilbourne of the $250 billion advertising business—and that’s just in the United States. “My mission from the beginning has been to look at those industries and how they market products that contribute to these problems.”

Initially, she developed a slideshow of 100 or so ads and took it on the road to school and community groups, logging as many as 110 speaking engagements in a single year. At one point, she was named by the New York Times as one of the top three most popular speakers on college campuses. By her own estimation, she has lectured at over half the colleges and universities in the U.S., and nearly all of those in Canada, and has appeared before the British Parliament. Not bad for a woman who says she used to be terrified of public speaking.

In 1979, Kilbourne parlayed her public lectures into an educational video, Killing Us Softly: Advertising’s Image of Women, which has been updated and expanded three times, most recently in 2010. In the film, Kilbourne walks the viewer through ad after ad—several more jaw-dropping than the Ovulen 21 ad—until the patterns become unmistakable, as well as the manipulations operating behind them. She has also produced a number of other films, two books, and countless articles in the popular media.

But it is with Killing Us Softly, the offspring of that initial fridge-door epiphany, that she has had the biggest impact, says Sut Jhally, a professor of communication at UMass Amherst and the executive director of the Media Education Foundation, which distributes Kilbourne’s films. “The major place where Jean’s films are used and her voice is heard is in the classroom: high schools, colleges, and community groups,” he says. “[She] has influenced literally generations of women.”
Nancy Kornblith Kopp ’65 says she was surprised to learn that she was being honored with a Wellesley Alumnae Achievement Award, and she probably wasn’t kidding. After all, who honors a state treasurer—even a brilliant one—with a platinum record of getting people to work together?

When first asked to get involved in state government, Kopp had her doubts. “It sounded boring,” she says. (Spoiler alert: She became a giant in public service at the state, regional, and national levels.)

After the Kennedy presidency, which covered most of her years at Wellesley, it was hard to find anything to measure up to the “possibilities of a better world” that JFK, at that time, evoked. Kopp majored in political science. “We all did,” she says. In Washington with the Wellesley-Vassar Summer Intern Program, she worked for Rep. Edith Green (D) of Oregon.

The summer of 1964 was a heady time on Capitol Hill. The shock of the Kennedy assassination loomed large, still. But President Lyndon Johnson, up for election in November, was firing up his Great Society programs. Green, then one of only 12 women in the U.S. House of Representatives, managed her own agenda through an environment often dismissive of women, including the 1963 Equal Pay Act, two historic higher-education laws, and Title IX, a game changer, literally, for women.

“She was dynamite!” Kopp says. “That experience of being on the Hill with someone like Mrs. Green excited me.

“If I had not been hooked on politics until then, I certainly would have been after the end of that summer,” she says. “Because there was a feeling you could do something in ways beyond just marching or writing. You could get in and make an impact, for good or for bad, on things rolling out in the future.”

After studying political philosophy at the University of Chicago, she set aside her Ph.D. thesis on Bernard Mandeville’s The Fable of the Bees to return to the “grumbling hive” of Congress in 1970, again working with Green.

Then, an unexpected door opened. The Montgomery County delegation to the Maryland General Assembly was looking for a professional staffer. Green’s chief of staff, a top Democrat in county politics, urged Kopp to apply. “I told him I had only taken one course in state and local government at Wellesley College, and it was the most boring course I ever took,” she says. Still, he urged her to “see the rest of government,” and she did. In 1974, she stunned friends by running for the House of Delegates herself. She won.

Just as in the U.S. Congress, there were very few women in state government in those days, but Kopp says she never felt cut out. She credits the help of two pioneer state delegates, Lucille Maurer, the first woman to be elected Maryland state treasurer, and Helen Koss, the first woman appointed to chair a standing committee in the House, who both acted as mentors.

Kopp also had the gift of time. Her husband, Robert, a constitutional lawyer with the U.S. Department of Justice, was working, and they had yet to start a family. “I was lucky, I didn’t have to have another full-time job,” she says. “I could afford more time to work in Annapolis, so I rose very quickly in committee leadership because of that.”

Here’s an idea of what she means by work, informed not just by her own account, which is rigorously understated, but by what others said about her: You study an issue thoroughly, until you can explain it to anyone in the room—the more complex or arcane, the better. Then, you prepare, as meticulously, to understand the others in the room. In her own words: “You have to understand what they need …. Do all the reading you can—the newspapers from their district, what bills they had sponsored before. Then, talk to people—talk to their friends, their committee mates, to people who weren’t keen on them, talk to lobbyists you could trust.

“The most important thing is for people to spend time with you and trust you, and the only way to do that is to be trustworthy,” she says.
n New York City in 1974, hardly anyone had ever heard of a Buchla.

Then Suzanne Ciani ’68—a classically trained pianist and composer who had discovered the synthesizer while living in California—accepted an invitation to give a concert on the Buchla in Manhattan. Her life changed. And soon the sound of advertising would, too.

In Los Angeles, Ciani and her Buchla had been in demand. But she didn’t like that city, and New York captivated her. To earn a living in the male-dominated, unionized world of musicians-for-hire—professionals who could walk into a studio and play what was in front of them—she had to gain recognition for her instrument.

“It was a complicated process to get the synthesizer accepted,” Ciani says. Some people feared its intent was to replace existing instruments. Ciani says she countered that argument by demonstrating how it allowed her to create entirely new sounds.

Eventually, Ciani became a pioneer of electronic music. “She did things that no one was doing at the time, and that earned her the respect of those she worked with,” says David Mash, senior vice president for innovation, strategy, and technology at Berklee College of Music in Boston. “She is very determined, savvy, smart, and gifted, and she really delivered on what was asked of her in her early work.”

One of her early successes was designing a sonic logo for Coca-Cola. She happened to enter a studio when a Coke jingle was playing, and it had a few seconds of silence. The person working on the jingle asked Ciani if she could do something to fill that silence. The result became the iconic “pop and pour” sound for Coke. And it helped her decide to launch her own company designing sounds for advertising.

As for the lack of women in the field, she says her experience at Wellesley helped prepare her for that, even though the College was virtually unknown in her musical world. “No one had ever heard of Wellesley, so it didn’t give me any sort of edge,” she says. “But it’s sort of a secret that you hold.” Coming from a place where women were encouraged to grow, without restrictions, she says, “gave me a self-confidence that I definitely used in my career.”

What made her stand out, Mash says, is that Ciani took full advantage of the synthesizer’s potential. “As opposed to other early synthesizer users, she did not approach the synthesizer as a keyboard instrument that made cool sounds,” Mash says. “She explored the new capabilities of the instrument and used it to create soundscapes, sound logos, and to make sounds appear more real than the natural sounds she used as inspiration.”

In addition to Coca-Cola, some of the clients Ciani designed sounds for were ABC, Black & Decker, and Verizon. She also created sounds for Atari video games and Xenon pinball (and became the first female human voice in a game).

“I loved doing the advertising when I did it,” she says. It taught her how to reach a broad audience with something that might not immediately reveal its depth. “Jingles have to have sophistication. They can’t just be vanilla,” she says. “Something can be accessible but it needs architecture and substance, even if it’s subliminal.”

The advertising kept Ciani busy and paid the bills, but it wasn’t her true passion. She wrote the score for Lily Tomlin’s 1981 film The Incredible Shrinking Woman and says she might have done more movies if the timing had been better. But she had her own music to compose, too.

“I continued to do commercials so that I could make the money to produce my own recordings,” she says, recounting one machine she needed for her recording studio that had 10 MB of memory. She had to take a $50,000 loan to pay for it. Recording her first album took two years. She marvels at the ease with which new musicians can record and share their work today.

In the 1990s, Ciani moved to northern California and returned to the piano. She has produced 15 recordings, 10 of them on the record label she founded, Seventh Wave. She’s been nominated for five Grammy awards and earned an Indie Award from the American Federation of Independent Music.

IN SHORT

A composer, recording artist, and record-label executive in the electronic and acoustical music industries

Five Grammy nominations for Best New Age Album; one Indie Music Award for Best New Age Album

Her song “Velocity of Love” reached No. 1 on the New Age chart

Composed the score for The Incredible Shrinking Woman

Her Ciani-Musica, Inc., was one of the foremost commercial production companies in the 1970s and 1980s; composed Coca-Cola’s “pop and pour” sound and sound effects for numerous Fortune 500 companies

Founded her own record label, Seventh Wave

Inducted into Pinball Expo Hall of Fame for sound design

Continued on page 81
NO, I AM NOT TALKING ABOUT the controversial Keystone pipeline to move crude oil from Canada to the Gulf Coast. I’m talking about a pipeline of Wellesley alumnae for the special awards that the Alumnae Association bestows each year.

Since 1970, the Alumnae Achievement Awards have celebrated Wellesley women who have brought honor to themselves and to Wellesley College through their outstanding professional accomplishments. The three most recent award recipients are highlighted elsewhere in this magazine (see page 34). In 2014, we instituted a new award, aptly named the Sed Ministrare Volunteer Award, to honor outstanding alumnae volunteer service to Wellesley. Our first four recipients, spanning five decades in various volunteer roles, were recognized at Alumnae Leadership Council last year.

But the Alumnae Association needs you to help keep the pipeline flowing. Nominations for either recognitions can come from anyone, but most come from classmates and friends. Do you know of a class or club leader or an admission or Resources volunteer who goes above and beyond to make a difference for Wellesley? Is there a Wellesley woman whose extraordinary professional achievements have made a profound difference in a particular field or in the world? We want to hear from you. To learn more about both awards and their nominating processes, please visit our website, www.wellesley.edu/alumnae/awards.

This will be my last column as president of the Alumnae Association. Thank you so very much for the opportunity and honor of serving you in this capacity. Engagement, inclusion, and participation have been my goals. So, in addition to a robust pipeline of nominees for awards, I encourage you to please keep open the pipeline of financial support for Wellesley. Our gifts to the College help ensure that the Wellesley education and opportunities we benefitted from will continue to be available to future generations of young women who may one day be recipients of a Sed Ministrare Volunteer Award or an Alumnae Achievement Award.

—Karen E. Williamson ’69, WCAA President

From the WCAA President

We Need a Pipeline

2015

Alumnae Calendar

The Alumnae Association announces the following events for 2015. Unless otherwise noted, events take place at the College. For more information, call the Alumnae Office at 781-283-2331.

2015

MAY

27 Senior lunch and induction into WCAA

JUNE

4–5 WCAA spring board meeting

5–7 Reunion for classes ending in 0s and 5s

14 Cleveland Wellesley Club summer send-off for current students. For more information, email WCCleveland@alum.wellesley.edu.

18 Baltimore Wellesley Club annual meeting, 6:30 P.M. For more information, email WCBaltimore@alum.wellesley.edu.

JULY

11 Washington State Wellesley Club summer picnic. For more information, email WCWashingtonState@alum.wellesley.edu.

26–AUG. 5 Class of ’76 Danube River trip from Prague to Budapest. For more information, email Barbara Cray ’76 at craylaw@comcast.net and Julia Cutler Cunningham ’76 at julia@fleet302.us.

AUGUST

15 Indianapolis Wellesley Club summer send-off for current students. For more information, email WCIIndianapolis@alum.wellesley.edu.

OCTOBER

1–3 Class of ’58 mini-reunion in Minneapolis/St. Paul. For more information, email Susan Packer Vrotsos ’58 at svrotsos@verizon.net.

15–16 WCAA fall board meeting

17–18 Alumnae Leadership Council

To learn more about the activities of the WCAA, visit www.wellesley.edu/alumnae.
THE STAFF BEHIND ALUMNAE CONNECTIONS

PICK A RANDOM WEEK on the calendar, and it’s probable that somewhere in the world, a group of Wellesley alumnae are connecting—either in person or virtually. It might be in Boston, Phoenix, or Shanghai. It might be an alumnae club sponsoring a faculty speaker, a group of class officers on a call to plan a mini-reunion, or an informal gathering for drinks and networking.

All these connections are supported by a team of four in the Alumnae Office at the College. Led by Susan Lohin, a 17-year WCAA veteran, the group handles everything from processing club orders for Wellesley book awards to assisting classes in finding new leadership. “Our jobs are made easier by our great volunteers—dedicated, loyal alums who give much of their time and energy to Wellesley,” Lohin says. “They serve Wellesley, and we do all that we can to make their volunteer roles easier.”

Here’s a look at the Alumnae Connections staff:

SUSAN LOHIN
Director of Alumnae Connections
Responsibilities: Oversees WCAA support of all activities sponsored by clubs, classes, and shared interest groups. Facilitates major College and WCAA events around the world. Liaison between alumnae groups and College departments, such as Admissions and the President’s Office.

Thoughts on Volunteering: “Volunteer work is not just about serving the College, it’s also about serving each other … building the W-network—a network that has been called ‘the strongest female power structure in the country.’”

MARISA SHARIATDOUST ‘09
Associate Director of Alumnae Connections
Responsibilities: Supports regional club, class, and shared-interest group volunteers. Works to ensure that WCAA technology meets the needs of alumnae in the field.

Why Volunteer: “Volunteering for Wellesley is seeing the network in action—dedicated alums caring and supporting one another. The community is only as strong as the volunteers, so if you are not involved already, become a volunteer and support your local club or class. … Your efforts truly make a difference.”

LEAH DRISKA ’08
Assistant Director of Clubs
Responsibilities: Works with regional alumnae clubs, chapters, and key contacts in the U.S. and around the world. “I help with whatever they need: I can provide demographics of alums in their region, help with publicity for upcoming events, schedule a faculty speaker for the club, supply them with book awards, or work with the president to recruit new volunteers.”

Why She Likes Her Job: “I like that my job gives me the opportunity to meet alums from around the world. I experienced this on a smaller scale with my local club and met a number of wonderful alums from Boston whom I never would have known otherwise. Now I get to meet alums from all over. Sometimes they tell me about their hobbies and interests, and what Wellesley was like when they were here. I always love hearing about that.”

M.J. PULLINS ’94
Assistant Director of Classes
Responsibilities: Responsible for all of the individual classes, from the 1930s to the current undergraduates. “I work closely with class officers solving quandaries, helping with class communications such as newsletters and eblasts, and facilitating reports and financial information.”

Advice to Volunteers: “Celebrate your accomplishments. Our volunteers do amazing things for their classes that continue to impress me.”

Candidates for Office in the Alumnae Association

To be elected by the alumnae body at the annual meeting of the Wellesley College Alumnae Association on June 7 at 11:30 A.M. in Diana Chapman Walsh Alumnae Hall:

Director/Chair, Alumnae Admissions Representatives, 2015–17
Maya Melczer Greenfield ’04
San Francisco

Director, 2015–17
Beth McKinnon ’72

Mari Myer ’83

M.J. Pullins ’94

Luisa Bonillas ’94
Yolette Garcia ’77
Helen Hsu ’93
Georgia Murphy Johnson ’75
Patience Singleton Roach ’92

M.J. Pullins ’94

Patience Singleton Roach ’92

Desiree Urquhart CE/DS ’99

Susan Richards
Windham-Bannister ’72

Ex officiis
Missy Siner Shea ’89
Alice M. Hummer

Alumnae Trustees
Sandra Polk Guthman ’65
Kristine Holland de Juniac ’72
JudyAnn Rollins Bigby ’73
Diamond Sharp ’11
Lawry Jones Meister ’83

Alumnae Association
Senior Staff

Executive Director
Missy Siner Shea ’89

Director of Alumnae Events
Janet Monahan McKeeney ’88

Director of Alumnae Groups
Susan Lohin

Director of Alumnae Marketing and Communications
Liz Carey

Financial Administrator
Audrey Wood

Respectfully submitted,
2014–15 Nominating Committee
Yolette Garcia ’77, chair
Luisa Bonillas ’94
Beth McKinnon ’72
Mari Myer ’83
Maneesha Patil ’78
Jamie Scarborough ’87
Patience Singleton Roach ’92
Desiree Urquhart CE/DS ’99
Bell Mapes 1910, a vocal music major, sounds the call on Tree Day. That spring, the celebration involved all four classes' presentation of “A Merrie Festival performed before her Majestie, Queene Elizabeth of England.”

*Courtesy Wellesley College Archives*
The path around Lake Waban includes a boardwalk through the wetlands below the athletic fields.
A major retrospective of the work of Iranian sculptor Parviz Tanavoli, open at the Davis until June 7, includes a garden of colorful fiberglass “heeches.” A calligraphic representation of the Farsi word for “nothingness,” each heech takes on a human shape in Tanavoli’s hands. For more, see page 10.