The Wellesley News (03-04-1908)

Wellesley College

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Student Government Meeting.

A meeting of the Student Government Association was held February 28, 1908, in College Hall Chapel. The president presided. The secretary read the minutes of the previous meeting. These were accepted as read.

The secretary of the House Presidents then read her report:

111 permissions.
183 serious errors.
359 semi-serious errors.
226 irregularities.
17 privileges lost.

It was voted that this report be accepted.

Miss Zabriskie then read the report of the Executive Board which was accepted.

Miss Tyler reported for the Fire Captains’ Committee on the addition of rope fire escapes and the increase of interest of the faculty in the matter.

The proposed changes in the constitution were read as provided by the Amendment. It was voted that this amendment be adopted as read.

There was a discussion in the constitution regarding registration on return to Wellesley was discussed. This was understood to mean that girls should register when they came back to Wellesley, even if they came to stay only for a few hours.

The question of walking in the evening alone outside of Wellesley was discussed. It was the opinion of the association that when we were to return from Boston not later than 6:30 and do not drive after 7:30 in the winter and 8:00 in the summer months, that girls should not walk out of the town of Wellesley in the evening.

A communication from Miss Pendleton was read in regard to recent legislation about absence before and after a single holiday.

The president announced a visit from Miss Jane Addams to Wellesley, March 20, 1908.

Miss Pope spoke in regard to preserving dignity and impressiveness in leaving chapel after morning service. It was moved that the plan for coming out of chapel be adopted in which the Seniors should pass first, and the Juniors, Sophomores and Freshman follow two by two out of their respective aisles, and pass quickly away from chapel. This motion was seconded and carried.

Student Government Birthday was announced for a celebration on Friday, March 6. Sally Eustis, Florence Besse, and Mary Leavens are to be here. The meeting is to be followed by a reception.

Office hours are to be held from 9:12 to 1:30 and 1:30 to 3:00 Tuesday, March 3, for payment of Student Government dues.

Upon motion the meeting adjourned.

THE SOPHOMORE PLAYS.

The class of 1910 opened their Barnswallows last Saturday night with the one act play “Gringoire.” The cast was—

Louis XI, King of France,

Dorothea Taussig

Simon, a wealthy draper, Alice Porter

Gringoire, a poet of the people,

Belle Mapes

Oliver Le Danie, the king’s barber,

Bernice Williams

Jeanette, Simon’s Daughter

Kate Treadwell

Nicole, Simon’s sister

Dorothy Vissinau

Two soldiers

Beula Bowen

Katherine Scott

The play went very smoothly. The cast seemed to have the advantage of a perfect familiarity with their lines and action. Louis was an admirable study. His face, gestures and voice were used well. One felt Miss Taussig’s identification of her personality with that of the king. Simon was a bit more forceful but exhibited one or two excellent pieces of “business”—as when he watched the king empty his beaker. Gringoire looked and spoke the poet. His blending of humor and tragedy, his whole poetic personality was one of the most charming things we have seen at the Barn. His facial expressions were used at all times but particularly so at the end of the play when his love for Jeanette fairly radiated from his eloquent countenance. The light (or heavy?) eating scene was also with a convincing vigor. Oliver Le Danie did not drop from his part for an instant. Though he suggested the stage villain in the cleverness of his eye-rolling, he is to be much commended for keeping hold of his part even when other actors seemed to claim all the attention. Jeanette was sweet, pensive and natural. Nicole had a nice dramatic instinct about her part but was not always careful about the quality of her voice in the more violent passages. The two soldiers, attired in fire chiefs’ hats and west point cadet suits preserved an admirable dignity under trying circumstances. The play, as a whole, was admirable. The good points were so obvious that we have had less stress on them than we should have done with a more leisurely performance. Cues were caught up with a refreshing crispness and the action did not drag at all.

The same thing can be said of the play that followed—“Les Romanesques.” The first act quite swept the Barn off its feet. There was a graceful dash about it that cannot be too highly commended.

The cast—

Permit, a lover, Edna Foote

Straford, a bravo, Gertrude Carter

Bergamin, father of Permit, Janet Vail

Pasquinet, father of Sylvette, Frances Rabbitts

Blaise, a gardener, May Green

Sylvette, daughter of Pasquinet, Jane Goodloe

Musicians, negroes, swordsmen etc.

Helen Adair

Gretchen Harper

Isadore Douglas

Helen Murphy

Lillian Symonds

Beula Bowen

Katherine Scott

Genecile Haines

Hester Davies

Adele Muller.

The flavor of the opening scene was sweet and quaint. Permit was a winning young lover and Sylvette a charming girl. Monsieur Permit” took one completely out of the year 1908 back to Napoleon’s days. The fathers were nicely differentiated—pitching of accents and the inability and were both admirable. The stout gouty papa had hardly won one’s undying affection when the little wheezy papa conquered one’s heart. The scene of both over the garden wall, first in embroidery and then in feigned fight was very good. The helpless teaching out of Pata Basquinet’s hand for Bergamin’s bold pate in the scene with Straford was a clever bit of “business.”

Straford did his part with the right stage of comic-tragic dash. Blaise was an awkward, jolly, stupid, altogether delightful gardener.

The first act was the best of the three. Perhaps it was so good that we had no right to expect two acts more just like it.

Permit became a little feminine once or twice and Sylvette less spontaneous. The two fathers hobbled and sneezed and chuckled with unflogging vigor till the curtain drop. The snap of the performance is greatly to be praised. There is seldom a Barn play given that proceeds without a second of hesitation or a bit of prompting. The supernumeraries were not as carefully costumed as might have been possible. However a beautiful stage setting more than made up for that detail. The musical interludes were prettily done.

Before leaving the play we want to say a few words about the scene between the lovers on the garden wall. It was the loveliest little idyl imaginable. If “all the world loves a lover” certainly all the world must have loved the young happiness and charm of Permit and Sylvette. He was amorous and boyish and she was arch and gay, and both were unforgettable in Barn annals.

Helen Cummings and Lillian Drouet coached the players. The committee were Miss Bowers, Faculty member

Gladys Brown, 1908

Edith Bryant, 1909

Katharine Hunter, 1911

Beula Bowen

Beatrice Stevenson

Caroline Vose

Mary Snyder

Louise Ruddman

Polly Ingalls, Chairman.

K. D. and F. S.
College News.

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EDITOR IN-CHIEF, Agnes H. Rotheby, 1909
ASSOCIATE EDITOR, bubble Eseye, 1909
ART EDITOR, Marion E. Markley, 1909
MANAGING EDITOR, Emma L. Hawbridge, 1909
ALUMNA EDITOR, Caroline Fletcher, 1909

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EDITORIAL.

"Hoopdedoodle doo
We're at the Barn again,
And the Barn we think
It is all right!"

All right—"in bunches" think we. Gregarious habits are characteristic of us as a class, and we flock to the Barn when other people are going to flock thither. Plays we adore, but when dances and other entertainments come sprinkled among them we like to affect the blasé, to assume that "nobody else" will go and to stay at home ourselves.

We all have a warm feeling in our hearts for the Barn as the most typically Wellesley building. Even the palms at College Hall center do not mean as much to us as the footlights and cothangers of the Barn. We think of them, and immediately feel genial and well disposed toward all our fellow members of the college. There are memories of spilled frappé, of romping dances and probably of torn skirts. But the most pleasant and Barnlike—please do not mistake our meaning—is the memory of meetings with girls whom we had nearly forgotten, girls with whom we had once had a pleasant acquaintance, but from whom circumstances had separated us. The joyial Barn throws together girls from all groups and lets them play together. There is a broader and more inclusive friendliness at the Barn than elsewhere; in fact, it comes the nearest to preserving at least one part of that intangible thing, college spirit.

That spirit is very hard to hold; it splits up like mercury in the various clashing of smaller interests in college, it goes chasing merrily away quite frequently, but at the Barn it reunites. And we are always glad enough to have it. At Wellesley we still exult in a peculiarly unified college. We do like to feel that there is a centralization of our interests. We hate to think of the college growing so large that we can not all do the same things at the same time. Perhaps it is a youthful spirit, but it is a strong one for holding the social side of the college together. And the Barn holds that spirit.

To be sure, there are difficulties. If we all went to the Barnswallow dances we could not dance; we would stand still and suffocate. There might even be a line waiting outside of the Barn from 3 P.M. onward, in order to get in early and make out dance orders, or to be sure of admittance to whatever games were to be played. But, in sober seriousness, is there great danger of that at present? And, even if that danger should come from our exceeding zest, might it not help to bring the days of a larger Barn? At present we are trying to point a guiding finger toward the lesser occasions at the Barn, and to show that, to the student who is interested in social conditions in an ideal democracy, to the one who isn't but ought to be, and to the one who enjoys simple play, the Barn is one of the college's "opportunities."

NOTICE.

The Department of Elocation offers the college the rare opportunity of hearing two readings—one by Mr. Leland Powers, and the other by Mrs. Marion Craig Wentworth. The tickets are fifty cents apiece for seventy-five cents for the two; this last price is much lower than we would be obliged to pay for one such reading in Boston. It is hoped that many will avail themselves of this opportunity. The dates are as follows:

Mr. Leland Powers, April 13, College Hall Chapel, at 7:30. Recitation from "David Copperfield."
Mrs. Marion Craig Wentworth, April 20, College Hall Chapel, at 7:30. Gerhart Hauptmann's fairy play, "The Sunk en Bell," with music.

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College Hall, may be of interest to others than the members of Economics VII, for whose benefit they were gathered. They include reproductions of a sketch map drawn by a French prisoner in 1626. of maps of 1750, and of 1833, a newspaper clipping showing widening of streets after the Boston fire of 1872, a map showing original area and "made land," maps of the Metropolitan Park System, Metropolitan water district and of the whole water supply system, Metropolitan Sewerage district, and railway systems.

Professor Colia announces that the Reading Room is indebted to Miss Putbol's kind initiative for a gratuitous subscription to Le Temps, a leading daily of Paris, with its extra issue, Le Petit Temps, containing full reports of parliamontary debates.

SOCIETY NOTES.

At a regular meeting of the Shakespeare Society, held at the Shakespeare House, Wednesday evening, February 28, at 7.30 P.M., the following program was given:

Papers:
Caliban .......................................................... Lucy Tatum

The Lovers in Midsummer Night's Dream .... Agnes Rothery
Midsummer Night's Dream.
Act II. Scene 2.

Titania .......................................................... Helen Hosy
Oberon .......................................................... Dorothy Richardson
Lysander .......................................................... Edna Poole
Demetrius .......................................................... Dorothy Binney
Hermin .......................................................... Marjorie Snyder
Helena .......................................................... Katherine McGill
Puck .......................................................... Kate Cushman
Fairies .......................................................... Helen Owen, Elsie West

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ROME IN SOUTHERN FRANCE.

Professor Hawes of the Latin Department gave an interesting lecture in College Hall Chapel on the afternoon of February 26. The subject of the lecture as announced was, "Rome in Southern France," which, owing to the shortness of time allowed for the lecture, was limited by Professor Hawes to "Rome in the Southeast Part of France." Miss Hawes spoke first of the special affection the Romans had for this beautiful country, calling it the "little Gallic Rome." Arles was favored by the emperors, especially by Constantine, who built a palace there, his favorite residence. The theater, amphitheater, cemetery and museum were described, illustrated by beautiful stereopticon views of the buildings themselves and of the contents of the museum. The next town Miss Hawes described was San Remo, a little village, where raising flowers for seed and for sale is the chief occupation of the inhabitants. A short distance from this town are two interesting monuments, one, the so-called mausoleum which was probably built by Augustus to commemorate the victory of Marius. The other is an arch of about the same period, probably to commemorate the surrender of Vercingetorix. The next monument described was an arch at Orange, built in the time of Tiberius to commemorate a Roman victory. Most interesting of all the buildings described was the theater at Orange where plays are still presented every August. Nimes, the next town, possesses many interesting ancient buildings and monuments. Miss Hawes described the amphitheater, the Gate of Augustus, the octagonal tower, the small, very beautiful Roman temple and the Thermes, now occupied by beautiful public gardens.

One of the most characteristically Roman of all the monuments described was the last which Miss Hawes mentioned, the part of the ancient Roman aqueduct still standing over the River near Nimes. The huge arches of the two lower rows with the smaller ones above were extremely picturesque and beautiful in the views shown on the screen. Miss Hawes described the coloring of the stone as that of "condensed sunshine of centuries." This series of arches has stood for nineteen centuries and, as Miss Hawes said in closing, it may last nineteen centuries more, "a most fitting monument of that great people whose greatest characteristic was strength."
DEBATING CLUB.

A meeting of the Debating Club was held in the Alpha Kappa Chi House, February 24th, to discuss the question: “Was Rear Admiral Bronson justified in resigning his office as Chief of the Bureau of Navigation?” Miss Marston, first speaker for the affirmative, opened the discussion with a clear and well-arranged explanation of the issues involved. The cause of the dispute between Admiral Bronson and the President was the latter’s order to give Surgeon Stokes command of the hospital ship Relief. Bronson thought this violated the Personnel Act, and the preceded relations between Line and Staff officers. As Chief of the Bureau of Navigation he had power to appoint all officers. He had discussed the appointment with President Roosevelt for ten months, and they could not agree, so the Admiral resigned, believing himself justified by circumstances.

The affirmative were to prove that he was loyal to both himself and the navy, and exercised legal and moral rights in resigning. Roosevelt’s statement of the duty of a naval officer was taken as a standard: “His first duty is to obey the lawful commands of his superior, and the law itself.” Bronson believed that the appointment of a staff officer to the command of a line officer was illegal; therefore he resigned. He was not obliged to resign in office, for he was sixty-two years old and had done good service.

Miss Connor’s clear and convincing reply to Miss Marston’s arguments was to prove that Bronson’s real reasons were inadequate and that his resignation was prejudicial to the navy. A distinction was made between “right” and “justification.” Bronson, as a free man, had a right to resign but was not justified. His reasons for resigning were as follows: The appointment of a staff officer to command of a ship was illegal; the subordination of a line officer undermined naval discipline; the President had lost confidence in him. But to these reasons the affirmative objected first: that the Personnel Act is ambiguous in wording (as the affirmative agreed) and so could not make this appointment clearly illegal; second, that the quarrel between the Bureaus of Navigation and Medicine exhibited only petty jealousy; third, that the President might regain confidence in him.

Miss Macdonald, second speaker on the affirmative, proved that Bronson’s resignation was not hasty but was given from loyalty to the navy and himself. Without the confidence of Roosevelt, head of the navy, he could not get good service from his subordinates. As he was past the age limit and the country was at peace, he felt it safe to resign. He knew how the President would take the refusal to appoint Surgeon Stokes, but he followed only his own conscience in his action.

The second speaker on the negative summarized the previous points, and questioned Bronson’s wisdom in establishing such a precedent. He resigned because he would not sign the appointment ordered by his superior, and so was in grave insubordination against the Chief of the navy. She said that unity in the navy was necessary and depended upon absolute obedience. Bronson should have obeyed his superior officers. His reasons for resigning urged by the affirmative do not stand, for the proof of the legal of the Personnel Law is weak; the personal point of view is too much stressed; the age limit was not the real reason.

In the rebuttals, the negative maintained that Bronson’s action was the result of anger and offended dignity unworthy of his office, and that he did not reach the standard of duty, because he disobeyed his superior. Though Admiral Bronson might be well versed in the law of the navy, yet his action established a bad precedent.

Miss Slagle supported her position with illustrations of college officials in the same position, to which Miss Macdonald objected on the ground that the cases were not analogous, the college offering no life office. Bronson, she said, was not a petty man; and his remaining in office would not have helped the service. Miss Connor replied that the fact that he was not

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generally a petty man did not prove that he was never guilty of
a petty act; that he, in this case, certainly acted childishly, and
without thought for the good of the navy; and she illustrated her
argument by the analogous case of the college officer, who
would resign on similar grounds near the end of her Senior year.
She considered that Admiral Bronson’s action did not exceed his
rights, but was, nevertheless, not justifiable.

Miss Marston closed the debate by contending that Bronson’s
action was justified, in that he had abided by his own con-
sience, which is the only criterion of right and wrong; that his
support of the line officers’ cause was the usual attitude in the
navy, that he would have done harm by staying in office after
the President had lost confidence in him; and finally that Presi-
dent Roosevelt acknowledged that the law under which the ap-
pointment was ordered was debatable.

As the vote of the members resulted in a tie, the president,
Miss Rimmer, gave her vote in favor of the negative, since it had
slightly better form and was in more logical order.
The first Supplementary Recital was held at Billings Hall, Monday, March 2, 1908, at 7:30 P.M.

Miss Adah T. Foster, pianist; Mr. Albert T. Foster, violinist; Mr. Clarence G. Hamilton, pianist, assisted by Madame Alexander-Maurius, reader.

VIOLIN AND PIANO: Sonata, Op. 19, Allegro vivace

Andante

PRESTO

Readings with Piano: Ballade de la Fileuse... de la Tombelle... La Valse... L'Adieu aux Bois...


Readings with Song: L'Heure exquise... H. W. Loomis (with violin obligato)

Histoire d'Automne... Georges

The next recital in the Supplementary Series will be in College Hall Chapel on Monday, March 16, 1908, at 7:30 P.M.

Mr. and Mrs. Billings will give a program of compositions for the harpsichord, clavichord, viola d'Amore and viola da Bambù, written by composers of the seventeenth and early eighteenth centuries.

Tickets may be obtained, free of charge, from Miss Wheeler, Billings Hall. Admission will be by ticket only. There will be no reserved seats.

A Student Recital was held at Billings Hall, March 3, 1908. The program was as follows:

Piano:

Prelude in B flat minor

Voice:

My Janet...

The Stars are with the Voyager...

Old English

Miss Justine M. Iddings, 1906.

Piano:

Berceuse...

Polonaise in A flat...

Whitlock

Romance, Op. 23, No. 1

Miss Helen Rowley, 1910.

Piano:

First movement from Concerto, Op. 15... Beethoven

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The bridge-playing fever does not abate. It threatens to become a fixed form of relaxation in college, especially among women who cannot, like their brothers, go out at night to break street-theatres and handball courts. Reluctance to indulge in such-like pastimes against the higher life. The rowdier college boy, however, does not, probably, spend so much time in his relaxation as does the quiet but constant bridge-player in our Wellesley community.

When one thinks of an undergraduate's ignorance of the world, of the necessity for every woman to arm her frail self as bravely and as cunningly as she can against the great forces which will some day engulf her, of the brief time in college to forge a little armament—then, and so said it is to contemplate our foolish virgins—playing bridge!

Why do they play?

Walking, reading a good novel, or sleeping, is a more genuine relaxation. Bridge as an intellectual exercise is hardly needed here. The point is, of course, that it amuses. In society, bridge fills up many an abhorred vacancy among people who have no ideas to exchange and who are too tired to 'go' any more. Even the emptiest mind must chew on something, and bridge provides a sort of mental chewing-gum.

The fact that college girls find everyone at home playing bridge, and that unless they play well they seem provincial, probably influences a good many thoughtful ones to a game not really congenial. There is something to be said for the desire to retain an entrée to the House of Mirth, but not very much. If girls come to bridge for the purpose of supporting and following whatsoever is wise and noble,—even at the cost of being unfashionable. To wear the colors of a college woman, and to spend half one's time in emulating the accomplishments of college girls, is to deprive oneself of the joys which are accompaniments of society women which college girls might cultivate—a beautiful voice, beautiful movements, and every sort of care for the body—but not the trick of playing bridge—that last infirmity of empty minds!

Clare Howard.

II.

If you were only some bystander and could see yourselves, girls, when you run for the trains in the South Station! Last Saturday, an elevator train was just pulling out, when four or five of you dashed up to the lattice-gate, squeezed madly through it and ran shrieking down the platform. The last I saw was a dangling, spider-like mass, grasping the tail-end of the train, with the good-natured brakeman trying to disentangle the Chinese puzzle of suitcases, umbrellas, muffas, magazines, candy boxes and girls into units capable of transportation. Now there were three later trains that you could have taken. Everyone agrees that there were rare times when it becomes necessary to make good connections, but whenever it is not absolutely imperative, why do it? It is an act of civilized self-control when you see your train slipping slowly out of the station to be able to say calmly, "I will wait for the next one and not take the chance of losing my limbs." Please, girls, don't let the mere spirit of Hurry make you physical and mentally-nervous wrecks.

III.

My visit to Smith last week was particularly interesting because I attended their Rally Day and had a splendid opportu-

nity to see a real display of the college spirit which I have always heard that Smith possessed to such a remarkable degree. When I saw the girls, Saturday morning, all dressed in white shirt-waists and linen skirts, with the same arrangement of their class color, I thought at once of our Field Day. The whole idea of the day is much the same, for the big basket-ball games come off, which are the most important part of the athletics at Smith. But there was a tremendous difference in the whole atmosphere and spirit of the two. Ashamed as I was to admit it, I never in all my three years here at Wellesley saw such an exhibition of enthusiasm and spirit both for class and college, as the Smith girls certainly showed that day. And most of all, never have I heard such singing! They not only sang praises to their teams before and after the game in the afternoon, but the four classes all came to the gym in the morning, solely to sing the original songs they had for the day, and to show how well they could sing, giving vent to their enthusiasm and excitement. Each class had its own corner of the gym, and its own song-leader, who stood on a little platform and led the singing with such spirit and ability that even if the girls had never heard the songs before, they could hardly have helped joining in with a will. But they knew their songs, too. The night before, and many previous nights, they had gathered together in their Students' Building to practice them, and this morning, although they had printed sheets, they scarcely looked at them, and every girl sang with all her heart and voice, in time and in tune. It was a splendid exhibition of real spirit, and one that did you your heart good to see. I could not help wishing that all the girls at Wellesley could have heard it, for I know if they had there would be no necessity to beg girls to attend the 'sings' at the Barn, or to learn their words. Really a college, especially a girl's college, ought to have lots of good singing, and we would all love Field Day and step-singing, the Barn and even chapel so much better if we knew our songs, and all joined in with spirit to sing them.

FRANCIS HILL, 1909.

DR. SANTAYANA'S LECTURE.

At a meeting of the Philosophy Club, held in Billings Hall, February 28, at 8 P.M., Dr. George Santayana of Harvard presented "An Apology for the Intellect." His lecture was destined to answer—at least for the less intensely philosophical—the arguments against the intellect set forth by such men as Kant. Hegel and Heidegger. Arguments which Dr. Santayana proceeded to review as follows.

In his "Critique of Pure Reason," Kant removed the intellect from its place of preeminence, by saying that it is not the organ for reality. The conception of things as we understand them, is not the conception of things as they are. Intellect, like a good novelist, chooses words to express its experiences, but at best these effects merely a "translation" of idea. It is a normal, useful organ, but it separates from reality. Ideas stand in the way of truth.

Hegel, a follower of Kant, not a disciple, expounded a view much less favorable; differentiating between "verstand" and "reason." The distinction, to Dr. Santayana's mind, seemed to him: The understanding man is familiar with the world "as a diplomat" or "an old war," it not being, although he never could see what the world is for, nor know the secret of it. For the man of reason, however, things are gathered together into a beautiful total.
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DR. SANTAYANA'S LECTURE.—Continued.

Understanding is scientific: To understand by heart, and know the harmony visible in the material world, is the way of reason. The man of intellect, without reason, is like a man hearing a foreign language, its words and syllables, without understanding what as it were translates, then, Hegel has made an advance on Kant's theory.

In his recent book, The Norwegian.—French—Henri Bergson says that the intellect arrests reality, laying emphasis on the fact that we have the images and the ideas, but the intellect makes a vivification of life. As sympathy is rather needed, the intellect may be rearranged as highly artificial and devitalizing.

In answering all this, Dr. Santayana said that the philosophers were hardly wiser than they always had been in the value they placed upon it. For Kant gives the intellect a free hand in everything that is possible for the scientist to discover, yet denies that the intellect can reach things in themselves. Dr. Santayana would say that the value of reaching things in themselves is not so great after all.

Against Hegel's argument, Dr. Santayana advanced his theory that the greatest and, he is fundamental faculty of man or imagination, as Dr. Santayana would prefer to call it, is the fundamental quality of intellect. Intellect gives us illustration for fact, gives us our experience. The meaning which we find in things is not objective—to lapse into technical language, into that which "smacks of the laboratory," as our own Miss Hart would have said,—but subjective. The intellect gives us something larger than the imagination can discover, and is not inferior to reason in speculative profundity. Hegel found things profound which were simple, and the intellect raises us beyond.

To overrule Bergson in his attack on the intellect, Dr. Santayana would deplore with him the weight of rhetoric which burdens the mind. For reality is different from the intellect. Bergson had a touch of mysticism and felt the French tendency to over simplification. The function of intellect is not to substitute points for line, or in any way to arrest form. Thus Dr. Santayana went so far as to say the law of gravitation is the scheme by which planets and all bodies are, in their life. When we refer to objects of the visible world by material terms, it is only then that we realize them: it seems, then, better to realize that things are at all, than to realize that things are "fluid.

Matter, life and movement are means to the ideal, and we must catch forms in so far as they express the life of the ideal world. In this way intellect rescues us out of dream. Bergson and his school are right in natural history then, but wrong in philosophy, since in philosophy processes come to have goals.

After the refutation of the arguments of the modern philosophy, Dr. Santayana reaffirmed that he mentioned not the accuracy of their several distinctions, but all modern philosophy for being more careful and ingenious than wise and applicable. Optimistically he believes that, granted the intellect an objective, we can make the best of it, and would quote Aristotle to the effect that: "The intellect is a small part, but the best part of man." By it we live in the gods, we live in the eternal."

Alumni NOTES.
In addition to notes concerning graduates, the Alumni Column will contain items of interest about members of the Faculty, past and present, and former students.

In the MacMillan Company's Monthly List for February is the announcement of a monograph in the Columbia University Studies in Comparative Literature, entitled "The Oriental Tale in England in the Eighteenth Century," by Martha Pike Conant, Ph. D., Columbia, 1907. Its aim is to describe the part which oriental fiction contributed to English literature during the eighteenth century, and its French sources.

Miss Adelaide Smith, 1853, who was for three years connected with the Huguenot College in South Africa, is now teaching in this country. Her address is 625 Fifth Avenue, San Rafael, California.

Miss Cornelia S. Huntington, 1805, sailed in January with her parents for a two years' visit with her brother, who is principal of the preparatory department of Roberts College, Constantinople.

Mrs. Clara Oldham O'Leary, 1886, with her little daughter, Eleanor, leaves soon for Seattle, Washington, to join her husband, who is paymaster on one of the ships of the navy. Mrs. O'Leary has been in Wellesley Hills for the past year and a half. Miss Blanche Wenner, 1905, sailed for Europe in October, and has spent some time in Italy. She may be addressed for the present, care of American Express Company, via Tornabuoni 4, Florence, Italy. She will return in April.

Mrs. Ada Ayer Hills, 1880, who was for a number of years at the head of Harcourt Place School, Gambier, Ohio, resigned from that position a year or so ago, and has been since that time abroad. Her successor at Harcourt Place is Miss Harriet J. Merwin, 1880-81, who was formerly in Miss Dana's school in Morristown, New Jersey.

Miss Mary B. Murphy, 1891-93, is teaching in Howard-Payne College, Florida. Miss Murphy is at present in Europe.

Miss Grace Lane, 1883, of the class of '83, who is at the head of her school, has been teaching at the St. Joseph College, in China, for over a year, and is now living at the Faith Home for Episcopal Deaconesses, 228 East 12th Street, New York City.

Miss Edith Moore, 1902, has recently been in Canada, and is spending the winter in Bermuda.

Miss Marion Mitchell, 1891, who has served some years as missionary in Shanghai, China, has returned to this country, and is living at the Faith Home for Episcopal Deaconesses, 228 East 12th Street, New York City.

Change of Address.
Mrs. Lester M. Bartlett (Nettie Spooner, 1889-92), 133 St. Botolph street, Boston, Mass.
Miss Helen M. Goddard, 1907, 5533 Vernon avenue, St. Louis, Missouri.

Engagements.
Miss Elsa Greene, 1903, to Mr. H. N. Kirby of New York City.
Miss Grace Gliddon, 1904, to Mr. Walter Sidney Sanford, Yale, 1906, of Sherburn, New York.

Deaths.
February 26, 1908, in Holliston, Massachusetts, Charles F. S. Nichols, brother of Helene Nichols, 1909.
Recently in Providence, Rhode Island, Minnie A. Hall, 1880.

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