Student Government Birthday Rally.

The seventh Birthday Rally of the Wellesley Student Government Association was held Friday afternoon, March 6, in the second-floor corridor, presided over by the presidents, Sally Eustis, 1906, and Florence Besse, 1907, and one of the founders, Mary Leavens, 1901, were present. The rally opened with the Wellesley hymn, “America, the Beautiful.” Miss Baird read messages from the other presidents, expressing heartfelt good wishes for the association; then asked Miss Besse to speak first, since she needed the least introduction. Miss Besse spoke briefly as follows: “After college we spend much time trying to find out what is best worth while, but I am sure that no work is more important than the work of Student Government here, nor offers richer returns. In 1901, Student Government demanded thought for the adjustment of rules; now it demands carefulness and breadth, for it stands for the larger interests outside the college. You are giving it this carefulness and breadth, and are making it the best possible Association any college could have. And you will have always the lasting loyalty of all who have worked here.”

Miss Leavens' speech, which came next, is as follows: “To Miss Eustis said how glad she was that she started the custom of the Birthday Rally, since it gave her a chance to come back. The experiment of seven years ago has become a reality now, and there have been over two thousand girls who have worked for Student Government. Governor Hughes said in a recent speech that the youth of America expect more than they get from a college. In the future I think that each college must give a share in the privileges, we must take a share in the responsibility, and this is what the girls in our college have been doing. Every day I grow prouder that the privilege has been mine to be a member of the Student Government Association.”

Miss Lee closed upon Miss Nelson, 1905, to speak; then the presidents of each class expressed their loyalty to the Association. Miss Butterfield nominally presented to the Association, in the name of 1909, a chest of drawers to contain a card catalog, recording the offices held by each student in college. In the name of 1911, Miss Lee gave a pair of curtains for the Student Government Office.

After many of the students had spoken, Miss Hazard expressed her hearty appreciation of Student Government, and especially of the cooperation of the faculty in the work. Miss Pendleton quoted from “America, the Beautiful,” the lines, “Confirm thy soul In self control, Thy liberty in law,” applying them to the true meaning of Student or Self-government.

The rally closed with “Alma Mater.” The invocation was held in Center just after the meeting.

MISS LEAVENS’ SPEECH.

Since I was here last year, I have been present at several discussions upon the advisability of introducing student government into high school. The question was raised as much as any other. I beg to have doubts of student government in general. So when Miss Baird asked me to speak to-day I wondered if I really had the understanding of the task has had happy results, not only rewarding, but, I think, increasing my regard for the general spirit of Government. If I were to begin, I would like to mention the beginning, to make a confession of old faith renewed—I believe in student government. Only its failure in Wellesley, I think, would give me serious doubts again.

Two claims that student government has upon us are, first, that it helps to develop the political principles and habits of democracy. It is possible to find different examples of what are becoming the foundations of democracy. Two claims that student government has upon us are, first, that it helps to develop the political principles and habits of democracy. It is possible to find different examples of what are becoming the foundations of democracy.

A second alternative is absolute freedom. Where the civil law is the only check and the government is the only protection of home environment. In any community of young women, away from home, it is absolutely necessary that there should be regulations for their safety; and also, in any closely quartered community, there should be regulations to control the general conduct. The rule that may seem petty to a girl just coming from the simple freedom of her home. If I am not an ill intentioned person, I respect the rights of others. Why should I add a provocation at my door just because I didn't notice the ten o'clock bell? Yet she did forget, and somebody was disturbed. In our days of fast speeding, sleep should not often be short or broken, and the power of quiet, calm concentration should be fostered. If there were no college, quiet, body and mind would suffer greatly.

The other set of rules, affecting coming and going, are the ones needing the most serious consideration. For girls sometimes forget that though at home they have great freedom, yet they are also under great responsibility. It is needless to say, is it not, that there is an accepted constitutional standard to which a woman must conform, and that there are special risks which may be easily exposed? A woman's college, then, must be safe, else throw away her conventional standard, which is the moral and the rules should err, if they must err, on the side of safety.

Perhaps the only other alternative for student government is a combination of fact and practice.
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THE STANDARDES. The standards are variable as concerns ideas; there is always room for argument as to whether or not one girl can honestly take ideas from the class notes of another, but there is no doubt in the minds of any of us as to whether or not any girl has the right to take the fountain pen or pocket book or belt buckle of another, even if the latter does lose her possessions on the hall table, or drop them on the boardwalk. We may pick up an idea unconsciously, without knowing whence it came or what suggested it to us; and once we have it, it is ours forever, we cannot give it back. But it is very unlikely that any of us should pick up a purse unconsciously and in case we did, it is not ours to keep.

The standards are variable as concerns ideas; there is always room for argument as to whether or not one girl can honestly take ideas from the class notes of another, but there is no doubt in the minds of any of us as to whether or not any girl has the right to take the fountain pen or pocket book or belt buckle of another, even if the latter does lose her possessions on the hall table, or drop them on the boardwalk. We may pick up an idea unconsciously, without knowing whence it came or what suggested it to us; and once we have it, it is ours forever, we cannot give it back. But it is very unlikely that any of us should pick up a purse unconsciously and in case we did, it is not ours to keep.

We are prone here at Wellesley to discuss plagiarism and College Ethics—to
COLLEGE CALENDAR.


Thursday, March 12, 4.15 P.M., Billings Hall, English meeting, occupied by Professor Thomas Whittimore of Tufts College.

7.30 P.M., College Hall Chapel, meeting of Christian Association. Address by Miss Scudder.


7 P.M., vespers. College Settlement's address.

Monday, March 16, 3 to 6 P.M., the Barn. reception to 1908 by 1910.

7.30 P.M., College Hall Chapel, recital of Music of the Olden Time by Mr. Arnold Dolmetsch.

Tuesday, March 17, 4.15 P.M., Billings Hall, Student's Recital.

COLLEGE NOTES.

Society Zeta Alpha gave its annual Colonial Ball on Monday afternoon, March second. As always it was one of the most picturesque and enjoyable parties of the year. The Barn looked like great-grandmother's garden with its quaint holly-hocks and morning-glory trollois; and a distinguished company of great-grandmother's guests were gathered there. General Washington and Richard Carvel gallantly contested for the favor of Mistress Janice Meredith. Hugh Wynne led out the smiling Lady of the White House; and over in one corner the Marquis de la Fayette and Alexander Hamilton were holding a spirited discussion over the currency and a glass of ice. The guests danced till the stroke of six, when they covered their brocaded satins with modern raincoats and went into the gloaming.

At a business meeting of the Philosophy Club on the evening of February 28, in accordance with the provisions of the new constitution, the following honorary members were elected: President Caroline Hazard, Dean Ellen E. Pendleton, Dr. Frances Hull Rousmaniere, B. A., and M. A., Wellesley College, 1902 and 1904, Ph. D., Kalchlie, 1906, instructor in philosophy at Mount Holyoke College; Miss Helen Dodd Cook, B. A. and M. A., Wellesley College, 1905 and 1907, Alice Freeman Palmer fellow, in psychology and philosophy.

The following report of the Oregon decision will be of especial interest to those who attended Miss Kelly's lecture. If the decision had been adverse, it would have rendered all the state laws protecting women of no effect. It is reported in the Transcript as follows: "That laundries and other concerns employing females in mechanical labor in Oregon may not require such employees to work more than ten hours a day, in compliance with the laws enacted by the Legislature of that state in 1903, was announced by the courts in the case of Curt Muller, a laundryman doing business in Portland, against the state of Oregon. Muller attacked the law as unconstitutional, alleging that it limits the power of contract. The Oregon Supreme Court upheld the statute on the ground that it is a police regulation, and its decision was affirmed by the Federal Supreme Court in its ruling. The opinion was by Justice Brewer, who held that women's rights can no more be infringed than those of men. He went still further, and held that on many accounts women are entitled to greater protection than men. On that point he said in part "Differentiated by these matters from the other sex, she is

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Four Settlement Fellowships of $300.00 each for the year 1906-7, have been established under the following conditions:

1. Five colleges—Barnard, Bryn Mawr, Smith, Swarthmore and Wellesley—have been invited to participate in joint fellowships, but the College Settlements Association is able to establish only four such fellowships. The competition will be open to applicants from these colleges, and the four best qualified applicants, representing four colleges, will be awarded the Fellowships.

2. The object of the Fellowships is to open to well qualified persons the opportunity afforded by settlement life for investigation of social conditions or for training for settlement and other philanthropic and civic work.

A Fellow is expected to reside in a Settlement during the academic year and to pursue some clearly defined line of work, scientific or practical, under such guidance as may be given by the Committee on Award. The choice of residence should depend on opportunities for the work to be undertaken, but preference will be given to the College Settlements. The time may, with the approval of the committee in charge, be divided between Settlements.

3. Should an applicant be satisfactory otherwise, but unable to live in a Settlement, the residence requirement may be modified at the discretion of the Committee on Award. The applicant shall still be required, however, to connect herself with some Settlement for purposes of work and guidance.

Applications should be sent before April second to Miss Eleanor H. Johnson, 17 East 26th Street, New York City. These should include all data that may be of use to the committee. Applications should give age and description of previous education. They should also describe as specifically as possible the topic or line of work they have in mind for their Fellowship year, and their purpose in applying for a Fellowship. Attendance at a training school for social work (such as that in New York, Boston or Chicago) would be considered an advantage. Applications should be accompanied by references bearing on character, ability, practical and scholarly, and on health. Applicants should also state for which Fellowship they wish to apply.

The basis of award will be the promise of future usefulness. Awards are made in each case by a representative of the College Settlements Association acting in conference with a representative of the college giving the particular Fellowship. Professor Henry R. Seager of Columbia University, will act as referee in case of disagreement.

EMILY G. BALCH
Chairman of Committee on Fellowship Extension.
PERSONALITY.

As I have more and more to do with teachers, I realize how much personality counts as an asset. In college the stress is naturally laid on scholarship, but although scholarship is important, it is not the only thing to be considered by college students.

What type of woman makes the best teacher? Well, it is a pertinent question. Is it the brilliant student who takes all the honors and whom knowledge comes almost without effort, or is it the mediocre student who works hard for what she gets and believes that life is one long grind, or is it the one who is conscientious and is the best she can with the ability she possesses and who feels that life is not a one-sided affair, but that all sides of the person should be developed, the physical, the intellectual and the spiritual? In my judgment the answer is that general type of woman would be most successful. We all admire those who have in them a bit of intellect and envy those who possess it, but we find sometimes that certain characteristics go with it which to a degree limit the power of the person. The brilliant student does not always make the best teacher; first, because she learns so easily that she cannot understand the difficulties with which the ordinary student meets, and second, because she may lack patience; second, she is so receptive to knowledge that she cannot always impart easily what she herself knows; third, she thinks so much of the intellectual side that she neglects often to develop the social side and therefore lacks the power of adaptation so necessary to those who have to earn their own living.

As I have intimated before, I do not intend to undervalue scholarship in this age. A certain percentage of intellectual ability is quite as important as manners, for manners may be learned and it is a question of education. If you could spend a day with me in our office you would realize why I have written this article. I could give many specific examples, but do not feel it necessary.

When we meet a person for the first time we generally judge him by his external rather than by his intellectual qualities. It seems a pity to have excellent candidates often handicapped by some one thing which perhaps might easily be remedied. It may be carelessness in dress, an unpleasant voice, lack of self-confidence, or some mannerism. After seven years' experience in visiting schools I realize how an employer feels in regard to the advantage of placing in his schoolroom a well-dressed, tastefully dressed, and pleasant voiced teacher.

We have no occasion to make a suggestion in regard to letters of application. Many candidates cannot have interviews and so have to apply by letter. I have found that many letters are carelessly written and contain misspelled words, and I have known in a number of cases where positions have been lost by carelessly written applications. This is the place of the personal application and is important.

If candidates understand their limitations, they would make conditions much easier for an agency. Often, however, a candidate who is best fitted for public school work insists that she wishes to teach in a private school, and vice versa. In a private school the first requisite is good personality, and second, the constant association with the students the teacher must be a model in every way.

Your question comes as to what we mean by personality. It is certainly not beauty, and is rather hard to define since it is somewhat intangible, but to me personality is the sum-total of a person's inner and outer qualities. If a person is self-centered, it shows itself in self-consciousness and the lack of self-confidence. On the other hand if she has a love for humanity and an interest and sympathy for others she will have more confidence in her ability to make the most of her self physically as well as mentally she cannot fail to have a good personality. The woman who has health, determination, and a love for the work will most certainly succeed as a teacher. I think that I have written this article in a critical spirit. It is simply intended to act as a helpful suggestion to some who might not fully realize the importance of these matters. I think the majority of the teachers who are coming out from various colleges each year and of the work they are doing.

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system" (the context suggests that eliminate is meant).

"Handshakes are impossible to be expected to vanish"

"Status were passed by the legislature"

"Amos was the only book in the Bible contemporary with its
author."
MUSIC NOTES.

The Music Department has some tickets for the Boston Symphony Concerts which may be purchased for use during the spring recess, i.e., March 28, 1908, and April 4, 1908. Price, one dollar ($1.00) each. Applications should be made to Miss Wheeler, Billings Hall, as soon as possible.

The following program was rendered at vespers, March 8, 1908:

PROFESSIONAL: 548.

HYMN: 425.

SERVICE ANTHEM: "I Will Love the Lord." Costa

ORGAN: "O Rest in the Lord." Mendelssohn's

CHOIR: "Lift Thine Eyes." Mendelssohn

RECITATIVE AND AIR: "If With All Your Hearts." Borowski

VIOLIN: Adoration. Mendelssohn

RECITAL: 600.

ORGAN POSTLUDE: Final chorus from "Elijah," Mendelssohn.

The Wellesley College Choir, assisted by Miss Elizabeth A. Judkins, violin, and Dr. Charles E. Taylor, tenor.

The program for Student Recital, Tuesday, March 10, 1908, at 4:20 P.M., was as follows:

PIANO: Nocturne in E flat. Chopin

MISS OLIVE C. McCABE, 1909.

VOICE: "Come and Trip It" Handel

"Morning Greeting." Mendelssohn

"Ho meso core al Mandolino." Gounod

MISS GERALDINE R. HAINES, 1910.

PIANO: Bourree, B minor. Bach—Saint-Saëns

MISS GRACE A. HOLBROOK, 1910.

STRING QUARTETTE: Andante and Allegro. Mozart

First violin—Miss Elizabeth A. Judkins, Sp.

Second violin—Miss Marion G. Alexander, 1909.

VIOLA—Miss Ellen M. Fulton, Sp.

MISS ELINOR M. FARRINGTON, 1912.

PIANO: Largo from Sonata Op. 7. Beethoven

MISS ELIZABETH MCL. ROBINSON, 1914.

First movement from Concerto in G minor, Mendelssohn

Miss Ellen M. Fulton, Sp.

ART NOTES.

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KIMBALL'S GALLERIES: Exhibition of Mezzotints.

COPELEY GALLERY: Miss Heard's Portraits.

THEATER NOTES.

TELEMONT: "The Man of the Hour."

PARK: Elsie Janis in "The Hodyen."

HOLLIS-Street: "Rogers' Brothers in Panama."

BOSTON: "The Village Postmaster."

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what difficulties are cleared away by each statement in the outline.
Now there are several students each of whom, if she reads this
and if her memory is good, suspects that she is Miss A but only
one student has any right to imagine that she is Miss B. And
the unhappiest feature of the situation is that after the examina-
tion Miss A. doubtless said to her roommate, "I know I get
one hundred per cent. on that first answer. I used her identical
words;" while for the very same reason the hapless instructor was
wondering whether anything above a per cent. was too high
a grade for it. Does that startle you? Just consider:
Miss A.'s paper there is not an iota of evidence that she had
written so much as a plain guess of "the nature of the
good." There is nothing to show that she knew even what the
instructor intended to teach. To be sure she knew approximately
what the instructor said, but whether she had learned
it off as if were so much Choctaw, who knows? Miss B. on
the other hand, shows in every sentence that she really means
something, and knows what she means.

It is not the fate of everyone to be original, but some degree of
individuality is within the reach of any student who has intellect
enough for the degree. Of course sometimes there must be close
repetition; dates and formulae leave no room for the display
of individual insight, and if you try to alter a definition the
chances are ten to one that you ruin it. But in a large part of
the college work there is a place for your own thinking, and
where individuality is legitimate, it is imperative.

There were a dozen other good ways of answering the Phil-
osophy 16 question. A student might disagree with the instruc-
tor and give intelligent reasons for dissent—there are often
admirable papers of that sort. Or she might select a few
silent points to expound, or express the same thoughts in dif-
crent words, or explain what seems convincing and what still
seems puzzling,—anything, in short, to show some sort of re-
action of her own mind. And she might, alas! write better
English than Miss B. There are also many bad ways of answer-
ing a question, but I suppose every instructor will agree that
among them all there is hardly a worse, where the subject leaves
room for independence, than parrot-like rehearsal of textbook
or outline or lecture-note.

Mary S. Case

II.
The criticism which a Casual Observer made in the College
News of February the fifth that, during midterms, not even
the leaders of the Mission Study classes have time for the classes
they have pledged themselves to attend is an unjust one be-
cause ever since these classes were started it has been an under-
stood thing that they shall be given up during mid-terms. The
Casual Observer made still another criticism, and it is doubtless
the case, as with any other organization for which canvassers
are sent out, that some girls join merely to get rid of the canv-
sasser," but very often the girl who joins for that reason and
goes for the first time out of mere curiosity becomes vitally
interested and gains information which she could not possibly get
at chapel or in the regular college courses.

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(Continued from Page 1.)

MISS LEAVENS' SPEECH.

May I leave you at the end certain familiar words of Browning's and Tennyson's, and ask you to believe that they are not too great to be applied to your Student Government?

Browning says of himself: "One who never turned his back, but marched breast-forward. Never doubted clouds would break. Never dreamed, though night was worsted, wrong would, triumph." 1. Held we fall to rise, are baffled to fight better.

2. "Sleep to wake."

3. To this strong faith and courage we add the hope and inspiration of Tennyson's "Follow the Gleam:"

'Not of the sunlight,
Not of the moonlight,
Not of the starlight!'

4. "Young Mariner,
Down to the haven
Call your companions,
Launch your vessel,
And crown your canvas,
And, ere it vanishes
Over the margin,
After it, follow it,
Follow the Gleam."

ALUMNÆ NOTES.

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

Miss Elizabeth F. Fisher of the Geology Department, has been given notable recognition by Herr Doctor Braun of Greifswald, Germany, in Petermann's Geographische Mitteilungen, for her recent research work published by the Boston Society of Natural History and the titles of the West River, Brattleboro, Vermont. Dr. Braun, who is one of the leading geographers of Europe, says, in his closing paragraph:

"The value of the work consists in the clear presentation of the 'partition process' which is of general interest and wide-reaching importance; and also in the logical development of the research upon the lateral movement of the old river bed. This partition process, as developed by Miss Fisher, must be taken into account in investigating all similar cases. Excellent and carefully prepared figures, as well as maps and photographs, aid graphically in the understanding of the text and the comprehension of the process."

(Translation made for the College News.)

The Physical Review for March contains an article by Miss Louise Sherwood McDowell, 1895, on "The Fluorescence and Absorption of Anthracene." The article, which is illustrated by spectrum photographs, is a report of an investigation carried on in the Physical Laboratory of Cornell University where Miss McDowell holds a graduate scholarship.

Mrs. John II. Deming (Edith Knowlton, 1907), has been established for more than a year in the Mission Station at Hankow, Hanyang, China, spending most of the time in studying the language and people, and in getting acquainted with the women and girls. This is a harder task in China than in some other places, as the Chinese women do not welcome visiting in their homes. * On Saturday, February 20th, the Wellesley College Club of Fitchburg, Massachusetts, gave a children's party, at which the special attractions were the pantomime, "Love in Toyland," and the singing by Miss Hetty S. Wheeler of the Wellesley Department of Music of a number of children's songs. The dances and marches which occupied the rest of the afternoon were much enjoyed by the little folks, who seem to favor the "lawn dance" as heartily as their older sisters. Guests were present from neighboring towns, from Wellesley and Boston, and quite a sum was added to the treasury of the club. The club, working for a scholarship fund to aid students from Fitchburg to gain a college education at Wellesley.

The Boston Wellesley College Club will hold a luncheon at the Hotel Vendome, Boston, on Saturday, March 21st, at one o'clock P.M. Speeches will be made by officers and alumni of the college. President Hazard will be the guest of the club. A charge of seventy-five cents will be made for all who wish to attend. The secretary, Miss Florence C. Hicks (63 Pleasant street, Arlington, Mass.), will be glad to receive the names of former students of Wellesley, to whom notices should be sent, as a large attendance is desired.

Miss Gertrude L. Woodin, 1897, after studying at the New York State Library School in 1899-1900, held the position of cataloguer in the Holyoke Public Library, from November 1900, to March 1902; then was employed in the United States Department of Agriculture until September, 1906, then transferred to the Library of Congress. She has now been appointed Head Cataloguer of the Library of the Bureau of Education Washington.

Miss Mary D. Thurston, 1891-92, whose home address is Leicester, Mass., is librarian at Clark College, Worcester, Mass. Miss Elizabeth L. Green, 1907, is teaching in the High School, West Mansfield, Ohio.

Miss Esther Lapp, 1905, is teaching English in the Preparatory Department of the University of Arizona. She may be addressed care of the University, Tucson, Arizona.

Miss Margaret L. Dyer, 1907, is teaching at Dr. Savage's Normal School of Physical Training and has charge of the recreation side of the Girls' Conference at Northfield in July. Miss Marion L. Bosworth, 1907, is engaged in settlement work in Boston and may be addressed at 199 Tyler street.

CHANGES OF ADDRESS.

Miss Helen Middlekauff's (1881-83), home address is Bethany, Nebraska. She is teaching English at the State University, Laramie, Wyoming.

Miss Frank G. Ward (Jessie Middlekauff, 1888-90), Lansing, Michigan.

Miss Chester B. Curtis (Mary Middlekauff, 1886-87), 5807 Cates avenue, St. Louis, Missouri.

Miss Mary Morton (Martha P. Ware, 1876-77), Lake Forest, Illinois.

Miss Emily B. Ettensperger, 1904, Box 224, Colchester, Connecticut.

Mrs. Edwin S. Matthews (Agnes Rounds, 1883-84), 256 West 100th street, New York City.

MARRIAGES.

Reuss—Schoellkopf. September 14, 1908, in Milwaukee, Wisconsin, Miss Mary Schoellkopf, 1897-1900, to Mr. Gustav Reuss. At home, 105 26th street, Milwaukee.

Atkins—Terrry. October 24, 1907, in Annapolis, Maryland, Miss Frances Griswold Terry, 1897, to Mr. Arthur Kennedy Atkins, United States Navy.

Hallam—Fram. December 28, 1907, in Kansas City, Missouri, Miss Leslie Cornelia Frame, formerly of 1910, to Mr. Arthur Clifton Hallam, Kansas City. At home, 3821 Wyoming street, Kansas City.

DEATH.

February 27, 1908, in Battle Creek, Michigan, Vera Taylor, 1906.