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The Wellesley News (01-20-1909)

Wellesley College

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College News

Vol. 8 No. 12  WELLESLEY, MASS., WEDNESDAY, JANUARY 20, 1909  Price 5 Cents

Prof. Kühnemann’s Lecture

On Monday evening the members of the Deutscher Verein and their friends had the pleasure of hearing again Professor Kühnemann in the second of his lectures upon Schiller’s dramas. His subject for the evening was “Wallenstein.”

“Wallenstein,” like “Don Carlos” marked the beginning of a period of activity, with this difference: “Wallenstein” was the firstling of his maturity.

Although his work upon the Thirty-years War supplied an exhaustive source for the historical character, the subject presented apparently insurmountable difficulties to dramatic treatment. The material was “heavy, inflexible and thankless.” The incentive and climax were ethnically wrong. The central figure himself could not be presented as a noble man. Above all, the action, though recent and historic, had been utterly without consequence. In spite of these obstacles, Schiller succeeded in delineating in Wallenstein a great human destiny, the contemplation of which staggered one. This figure he has developed with unassailable adherence to truth and at the same time he has succeeded in arousing sympathy for the hero and fear for ourselves.

In the drama itself one sees the central figure first objectively in the talk of the speaking types that make up the various troops, then through the Generals, lastly, subjectively, in his monologues and conversations. Professor Kühnemann emphasized the fact that each General was the concrete image of a single trait of Wallenstein’s own character, and that this individualization of his characteristics rendered even his incipient traits easily perceptible when he himself appeared. His destruction was wrought by those very qualities that he had fostered. Butler’s betrayal of him is but his betrayal of the King stripped of its dignity.

Professor Kühnemann considered the main plot but the half of the drama; the concomitant half being that of Max and Tektla. They introduce youth, beauty, love and purity into the dark intrigues that surround them. They bring the poet’s own judgment to bear upon Wallenstein’s guilt. Her trust in her father destroyed, Tektla could no longer love him, and Max’s reputation of Wallenstein presents a man’s active defiance of the wrong.

Professor Kühnemann then gave a rapid survey of the content of the “Tragödie” of Wallenstein’s meditated treason in the second. Octavius receives his commission from Wallenstein and most of the troops in the third. Max forsooks Wallenstein and Tektla renounces Max in the fourth. The fifth act deals with the plot against Wallenstein’s life and his tragic lack of suspicion, which culminate in his protestations words “Ich denke einen langen Schlaf zu Thun.” Throughout, the speaker showed how Wallenstein not only dominated the action of the drama, but how his decisions swayed the very conscience of all concerned.

Professor Kühnemann placed this drama midway between the fatalistic tragedy of the Greeks and the free-wheel heroes of Shakespeare. He showed further that in its simplicity it resembled the Greek, in its characterization, Shakespeare. And upon this union of the two methods, Schiller gave to Germany a theatre equal to any in Europe.

Professor Kühnemann then read the last nine scenes of the fifth act. His reading added new beauty to many familiar lines. Especially expressive was his rendering of the speech when Wallenstein, as his admirers as the expression of the best that was in the man when he speaks of Max’s death:

“The Ruhm ist hinweg aus meinem Leben.
Und kalt und farblos schrîch’s vor mir liegen.
Denn über alles Glück geht doch der Fried’n.
Der’s fühlend erst erschafft, der’s teil-
end mehrt.”

Dr. Cole on the Intelligence of Raccoons

At the meeting of the Philosophy Club on Friday evening, Dr. Cole, of the Department of Psychology, lectured on some intensely interesting experiments which he performed to determine the intelligence of raccoons. Terence said “Nothing human is foreign to me.” This might be altered to “Nothing animal is foreign to psychology.”

Dr. Cole began by outlining Dr. Thorndike’s position on the question of the intelligence of animals, which first moved him to try this series of experiments himself. Dr. Thorndike said—animals have no images; cannot reason; do not learn by watching; have no discrimination; are perfectly mechanical. The dog’s apparent recognition of his master he compares to a person striking out vigorously if thrown into the sea in a half awake condition.

His conception of the intelligence of animals is nearly expressed by the man who described Emerson’s philosophy as being “as nearly a vacuum as thought could pump out of itself.”

Dr. Thorndike’s method of trials and errors was utilized in his experiments, but the results were raccoons instead of cats. The experiments were designed to test the motor and sensory associations of the animals.

In the trials for the former the raccoons were varying, but in time, however, all the raccoons learned to open a door with several latchs of different sorts, the limit for remembering, the process being about 147 days. Perhaps the most interesting experiment of this was in which a thumb latch was added after the simple fastenings had been mastered. The animals, instead of going through the series and ending with the thumb latch, always tried it after every one of the other fastenings, feeling evidently that the door’s opening depended on the latch.

Contrary to Dr. Thorndike’s observation that animals possess merely motor associations, Dr. Cole quite conclusively proved that his raccoons had sensory associations also, of the auditory, visual, and other varieties. For example, although when care was taken to guard against differences in intonation, Dr. Cole was unable to get them to distinguish names or words they could, nevertheless, distinguish between a high and a low note on a musical instrument. As for their visual associations, they were found to be expert muscle readers, and although they were nocturnal animals, could, nevertheless, distinguish colors. In the most difficult experiment of all, in which turns were combined with colored paper, and the animals had to pick out a fixed color as the one containing their food, they were after several trials successful. Although the raccoon’s vision was defective, it was certainly not entirely lacking. Form association was comparatively easy for them, but they had almost no site discrimination.

In the box experiments already referred to under the motor group, the raccoons showed their ability to associate two acts, for when put into an entirely new box, they pulled immediately at the loop, which helped to open the door in both cases, without trying any other methods. After numerous experiments, they chose the boxes with the simpler latches and objects strenuously to enter those with five or seven. After nine months, the animals were tested again and while they repeated both motor and sensory tests, the motor association was evidently much stronger. They can, in contradiction to Dr. Thorndike’s statement, learn habits and learn by being “put through” although not by imitation. One of their curious instincts is their insatiable curiosity for dark places, and they handle with eagerness everything they wish to investigate.

Thus the very least that can be said is that raccoons possess both motor and sensory associations, and these are so complex they may possibly merit the name of reason.
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College Calendar

Wednesday, January 20, 4:30 p.m., in Billings Hall, Symphony lecture by Professor MacDowall.

Saturday, January 23, 3:30 p.m., in College Hall Chapel, address by Bishop Lawrence, "An Evening in the House of Lords."

7:30 p.m., Meeting of the Alliance Francaise.

Sunday, January 24, 7:30 a.m., Services in Houghton Memorial Chapel. Service by Rev. O. P. Gifford, B.B., of Brookline. 7 p.m., Vespers. Special music.

Monday, January 25, 7:30 p.m., in College Hall Chapel, address by Mrs. Florence Kelcey, National Secretary of the Consumers' League.

College Notes

Bishop Lawrence in his address next Saturday will speak of the discussion in the House of Lords on the Old Age Pension Bill at which he was present.

Mrs. Edith Smith Davis, who spoke at Vespers last Sunday, is the superintendent of the World's Department of Scientific Temperance Instruction in public schools and colleges. She took a post-graduate course at Wellesley, 1879-80. Mrs. Davis spoke in Boston on January 19.

Red Cross stamps at a penny apiece are being sold now for the relief of the earthquake sufferers in Sicily. The loose change of the collection in chapel on Sunday is also to be sent to Italy.

An informal reception for Miss Paxson, was held in the Students' Parlor Saturday afternoon.

Thursday evening, January 14, a number of Wellesley girls gave "Mrs. Jarley's Waxworks," at the Dennison House. Dorotha Taussig represented Mrs. Jarley, and Alice Shaw, Little Nell. The wax figures were—Simple Simon, Mimie Murihead; Buffalo Bill, Bertha Correll; Captain Kid, Norma Lieberman; May Queen, Harriet Stryker; Casabianca and the Bearded Lady, Caroline Vose; the Sleeping Beauty and the Prince, Harriet Stryker and Mimie Murihead; Red Riding-hood, Dorotha Marston; the Two-headed Woman, Bertha Correll and Norma Lieberman.

A meeting of Scribblers was held Friday evening, January 15, in the Shakespeare House. Miss Ethel Ambler and Miss Emma Hawkins read.

Members of the college will find interest in consulting the self-registering thermometer and barometer just outside the front door of College Hall. The curves on the sheets of these instruments show the temperature and air pressure for every day and hour of the week. Mary E. Wood, 1900, a member of the class in meteorology, has kindly undertaken to keep these instruments running, in the interest of many who like to have some definite knowledge of the weather.

Associate Professor Fisher, of the Department of Geology, will give a course of six popular lectures on Geography, arranged by the trustees of the Read Fund for the schools of Newton. The last of these lectures will take up the physical geography of southern New England, and the influence of geography on the settlement of the country.

The Department of Pedagogy has received, through the kindness of Associate Professor Alice Walton, a valuable gift of text books and educational reports, from the library of the late George A. Walton, distinguished for his educational services to the state of Massachusetts. A gift of text books has also been made to the Department of Pedagogy by Miss Edith S Tufts, Registrar of Wellesley College.

LOST—A large size note book, containing very valuable lecture notes. Will the finder please return immediately to room 418 College Hall?

"The Echoes of the New Ottoman Constitution"

From a small booklet recently issued by the Committee of the New Ottoman Constitution in the United States, accompanying the booklet, the following statement by a girl at Constantinople: "I read in the English translation of the Constitution of Reform and Progress. Upon reading it, I was greatly surprised. I was not aware of the fact that the Turks had done so much for the women. It is greater now that the women can vote. A simple idea has taken place. I am glad of the change.

We are all interested in the progress that is being made in the United States. It is a great change. It is a great change for the people."

The Latin in the booklet were written in the United States by the American College for Girls, and are printed in the English language. In some of the papers the English is very pleasing and catingly spelled, but in others, it is hard to understand. The language is one of the most important changes which we have noticed.

There is one quotation from the "Constitutional Government," which expresses the idea of the happiness of the entire people over the country's progress.

The young American has told the Constitution and the unbelievable freedom of the people. He is said by saying: "Two years ago when I was a prepubescent, and we had to hear by heart in the English language. But beautiful poem of "Love of Country." In class I pray fervently that my turn might pass so that I might be ashamed to recite it. How could I recite it? I was always too young. It did not apply to one who had no country. My native country is Constantinople, but they have not given me the right to love it. While I now have a new home, there is no "Love of Country" nearest to me. I can recite it, it will come to my voice, it sounds sweet!"

This little booklet will be on sale at the book store and we are sure that all will be glad to read it, not only those interested in the new movement in Turkey, but those who take the welfare of the American college at heart.

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Dr. Rogers' Lecture
On Tuesday and Wednesday evenings, January 12 and 13, Professor Robert William Rogers, of Drew Theological Seminary, Madison, New Jersey, gave two most interesting lectures on Babylonian Cosmologies and Babylonian Myths. Mr. Rogers is well-known to many students of Biblical History, through his exhaustive book on Babylonian and Assyrian History.

His first lecture, as the title suggests, concerned itself with the story of creation, common to almost every ancient nation, a story surrounded by myth and tradition of many years—a consistent, bearing traces of a long period of editing and compiling and a story distinctly Babylonian. Five chief myths comprise the whole Babylonian story of creation, the story of the birth of the gods, of Ea and Apsu, of the ancient dragon, of the actual creation, and of Marduk. Mr. Rogers gave a most graphic description, aided by many translations from the original tablets, of the great confusion of the creation story, the struggling gods of Cosmos and of Chaos, the conflict between Marduk and Tammuz, and the final gruesome division of Tammuz's body—one-half forming the heaven, the other half the earth. The tablet containing the story of the creation of animals and vegetation has been lost, so the story of the creation has been preserved. The Babylonian conception of the reason for man's creation was that he was brought into existence only to worship the gods.

Dr. Rogers then showed how the influence of the Babylonian myths upon the story in Genesis and compared the Babylonian creation concept with the Hebrew. Not only did he give many references in Genesis to the influence of these creation myths, but also instances of direct reference in Psalms in Job and in Amos. And in closing, Professor Rogers vigorously brought out, that however much Babylonian conceptions may have influenced Hebrew, they never reached the height, the ethical summit which the personal revelation of a special God had made possible for the Hebrew conception of a deity.

Dr. Rogers' Second Lecture
Wednesday evening in Billings Hall, Dr. Rogers gave his second lecture, the subject of which was "Babylonian Myths and Epics." Dr. Rogers gave partial translations of several of the Babylonian myths, the most important of which was the story of Gilgames. In this myth there was a story of the deluge, corresponding in many particulars to the Hebrew account of the flood as found in Genesis. It is undoubtedly true that the Israelites received the main points in their story from the Babylonian myth. The story of Adapa, another of the Babylonian myths, has many commonplaces in the story of Adam, the hero is deprived of eternal life: Adam had had the privilege and lost it, Adapa had the food of life offered him, but refused to eat. So, said Dr. Rogers, we find some themes in Hebrew literature borrowed from the Babylonian, although they are few in comparison with the whole of the Hebrew writing; but those themes which are borrowed receive new significance under the touch of Israel's hand.

It is interesting to know that Dr. Rogers had heard from Rassam himself, the discoverer of the Babylonian tablets, the details of the excavations which were so successful. Rassam was excavating in a mound in Babylonia which was under the control of the French government. Excavations were made when Rassam discovered the right of the French domain, but while the complaint was being sent by roundabout ways to the authorities in France and transmitted by them to England, Rassam continued to dig, and it was in this mound that the tremendously important library was unearthed, which contained various myths and the Babylonian story of the creation.

Different scholars have tried to find in these myths some definite theory of the universe. Professor Winkler offered the theory that the cosmologists conceived of the universe as divided into a heavenly and an earthly world, and each of these again divided into three parts. By this theory everything on earth has a corresponding place in heaven, and events on the earth are merely representations of events occurring in heaven. Dr. Rogers himself, however, finds absolutely no evidence either in the Bible or in the Babylonian inscriptions of this theory. He believes most firmly that the origin of Israel's religion is to be sought in a personal revelation of God in history, not in the civilization of Babylon.

Christian Association
At the Christian Association meeting, held Thursday evening, January 14, Miss Ruth Paxson, one of the secretaries of the Student Volunteer Movement, spoke on the Missionary Obligation. Miss Paxson asked us to think whether the Gospel is a gift or a trust. If a gift it is right to keep it for ourselves, but if a trust there rests upon each one of us an obligation to do our share for the spreading of the Gospel.

Miss Paxson gave three answers to this question. First, from the very character and nature of the Gospel itself, which is summed up in the Christmas message of the second chapter of Luke: "...unto you this day....a Saviour who is Christ the Lord." It is the Gospel of revelation and salvation. The next answer is in the mission of Jesus Christ who came "to save the world." His message of life is for the whole world and since this message has come to us first, it is for us to fulfill Christ's mission and extend His word. The final answer is in our own hearts. When we read the words, "If I had not come, we realize our privilege, which by His coming has been given us. Those who can go to the missionary field are especially privileged and those who can not go can still fulfill their trust by prayer, without which the work can not go on; and by word in their churches and communities. We may test the reality of our acceptance of the trust by the passion of our hearts to make the Gospel known the world over.

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Any Alumna who wishes to order a 1909 Legenda and has not already done so, may do so by filling out the following blank and returning it to Dorris S. Hough, 34 Beebe Hall, Wellesley, before January 23. Price $1.75, mailed to your address.

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Parliament of Fools

I.
She's the "who's who" of the college—
And she knows it every star—
She's "awfully chummy" with the Dean
And with the Registrar.

She knows affairs at Agora
She's spotted Shakespeare, too.
There's no use in your belonging,
Just go talk to our "who's who."

She's wonderfully conversant
With the sharks of every class,—
With an intimate endearment
She accosts them as they pass.

Oh, I think I'm not important—
Not a celebritie like you,
'Cause it keeps me out the spot light
Of the well-informed "who's who."

II.
Noise—
What noise—
Awful noise!
Such outrageous and unmitigated noise!
'Tis a thing that gives us pain,
That doth paralyze the brain
Is there nothing that will rid us of this noise,
This distracting and unpardonable noise?
When you cannot even think,
And upon the dizzy brink
Of some suicidal course you madly poise,
While your room-mate vent her
Extra energy in center,
We can't blame you if you cry "Infernal noise!"
Give me back the simple life with all its joys.
On some desert isle, far from this beastly noise!"
Then as if not quite content,
Senseless and impertinent,
Comes another burst of soul-distracting noise
Such indelicate intrusion!
Satan's forces in collusion
Can't surpass this din tremendous
Which so sorely doth offend us.

Something really must be done about this noise.

Free Press

I.
Reserve shelf books always have been and always will be choice bets for Free Press discussion, but as they are the cause of perhaps the most nerve racking and torturous anxiety that some of us have, we cannot help but feel that our concern in the question is most vital. This week's question on the Reserve Shelf Book subject is as follows: Is there no way of exterminating the individual who sweeps the reserve shelf clean at one sweep—presumably during the lunch hour—retires, perchance, to an out of the way alcove and reads all afternoon, while fidgeting hordes rush from seat to reserved shelf vainly wondering why all the books on the assigned topics are out? This may seem exaggerated but I have been an indignant eye witness to five reserve shelf books per one girl. Tradition, I believe, says that but one reserve shelf book should be removed at a time by each student, this insatiable thirst for knowledge, more knowledge than anybody else— is making that tradition so weakened that it seems we were better supplied by the law that demands.

II.
It's an absurdly small point, but—do you ever in the act of taking notes become completely paralyzed by the consciousness of your neighbor's eye perusing every word that flows from your pen? Have you ever been frozen completely into taking no notes whatever on an interesting recitation by the knowledge that neighbor's absorbed in a kindly interest in your opinions on the subject? Lecture notes, or mere transcribing of the words that come floating out over one's head—are more or less common property—but with some individuals I am sure, the appreciative notes of the leisurely recitations that one likes to sprinkle between the solid channels of somebody else's thoughts, distinctly personalize one's note book—one is very sensitive to neighbor's solid glare and to imagine thought of neighbor as "What is she writing that for?" I wish neighbor were more delicate.

Mrs. Jarley's Waxworks

Just now when the days of the Christmas vacation are fading away and mid-years are looming up ahead of us, every one turns to the Barn as the best remedy for homesickness and discouragement, and certainly no one went away from the Barn last Saturday night without feeling well repaid for going.

Mrs. Jarley's waxworks, although one may have seen them again and again, always impress us with their novelty for they are always different and new. An unusually original and gifted group was seen Saturday night at the Barn. Queen Elizabeth and Sir Walter Raleigh were there in company with Lady Macbeth, Jack Sprat and his wife, William Tell and his son, besides a rag-doll, a Prima Donna and the ever-present Wellesley girl.

Ruth Stutsen as exhibitor was ably assisted by Grace and Dis grace, two maids who wound the figures up and set them going. As the curtain went up, the figures were ranged around the room, covered with sheets, and although they looked remarkably like it, Miss Stutsen assured us it was not to be a forensic burning.

First came the famous scene between Queen Elizabeth and Sir Walter Raleigh, when he sacrifices his beautiful coat to the original one for her to pass dry shod over the muddy puddle. He never, for one moment, lost the daring and spirited look with which he flung down his coat for her regal feet to tread on.

The rag-doll was the most wonderful rag-doll "just like the kind mother used to make, only this was a more remarkable piece," for its back bone had been taken out, and it rolled and tumbled about in a most distracting way.

Next came Lady Macbeth with tragic air and blood-stained hand. But we were scarcely prepared for the impassioned voice with which she pronounced the words "out damned spot!" Jack Sprat and his wife were most accomplished. They could not only walk and talk, but could sit down at a table and eat. Jack even seized and kicked his plate in a most greedy manner.

The Prima Donna who came next was a wonderful piece of mechanism. She had a rich soprano voice but it had long since developed into a baritone. We soon ceased to think about the quality of her voice, however, as soon as she began to sing and we were completely carried away on the strains of "My Rosary."

The French Doll or the "Adorable Isadora," simply took us all by storm with her wonderful interpretation of the "Blue Danube Waltz." She far exceeded our expectations and her grace and poise were wonderful.

The Wellesley girl was represented with saucy-pin and petticoat showing, hair in puffs and ribbons. Even the green bag was not forgotten.

The last scene was William Tell and his son. With surest aim he shot the apple from his son's head and then embraced him with paternal love.

The whole performance was very creditable and thoroughly enjoyable, and a great deal of credit is due to the committee.

The cast of characters was as follows:

Exhibitor: Ruth Stutsen
Queen Elizabeth: Ruth Hanford
Sir Walter: Emma Hawbridge
Rag-doll: Selma Smith
Lady Macbeth: Christian Myrick
Jack Sprat: Bessie Esker
His wife: Paula Pardee
Prima Donna: Sarah Pinkham
Wellesley Girl: Mabel Dodd
William Tell: Emma Hawbridge
His Son: Ruth Hanford
Kate: Louise Ruddiman
Duplicate: Ethel Rhodes

The committee was: Alma Richter (ch.) Lena Paul, Louise Ruddiman, Mary Bates, Alice Cumpson, Christine Myrick, Susan Newall, Katharine Clark.

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Menuetto
Adagio
Allegro
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Andantino douceur expressif
Assez viv et bien rythmé

VIOLIN SOLO
Elegie
Habanera (spansische Taenze, op. 21, No. 2)
M. Jacques Hoffmann

QUARTETTE in D Major
Allegro moderato
Scherzo
Nocturno
Finale: Andante-vivace.

Student Recital
Tuesday January 19, 1909, at 4:20 P. M.

Two PIANOS: Air de Ballet
Miss Dorothy Hinds, 1909 and Mr. Hamilton

PIANO: Barcarolle in G minor
Miss Elizabeth J. Kriebel, 1912

Berceuse
Miss Mary E. Hall, 1910.

Poem in C Sharp minor, after Heine
Miss Paul Pardee, 1909.

VOCAL: The Violet
Flower Song (Faust)
Miss Ruth A. Howe, 1911.

PIANO: Concerto in A minor (first movement)
Miss Mary T. Noss, 1909.
(with organ and second piano)

Theatre Notes
HOLLIS STREET THEATRE—Stevens in “The Devil.”
MAJESTIC THEATRE—Marcelle.
COLONIAL THEATRE—Polly of the Circus,
PARK THEATRE—New Lady Bantock.
TREMONT THEATRE—Follies of 1908.

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Biographical Sketch of the Composer of “Spring Night”

The following biographical sketch may interest those who heard the delightful song, “Spring Night,” by Esterhazy-Rossi, which was sung by Miss Torrey at her recent recital inBilling Hall.

Countess Esterhazy-Rossi is a daughter of that famous Henriette Sonntag, the well-known prima donna of the last generation. Miss Sonntag retired from the stage in the midst of a brilliant career, on her marriage with Count Rossi, a distinguished Italian diplomat. Her daughter, the subject of the present sketch, married into the famous Esterhazy family of Hungary. The cares of a young family and the exacting social life which Countess Esterhazy led at the several European capitals as the wife of a diplomat, prevented for a time, the cultivation of the remarkable musical talents which she inherited from her mother. Latterly, however, her time has been spent either on the Count’s Hungarian estates or in Vienna, and she has for some years devoted herself seriously to the study of music. She is the author of an opera, Tamamo, which was produced last winter at Pressburg, Hungary, where it was received with great enthusiasm, and it is understood that it will probably be given shortly in Vienna. She has also written several orchestral compositions and a number of songs both of which have been played and sung on gala occasions before the German and Austrian courts, and have been given frequently in the principal cities of Germany, Austria and Hungary. Countess Esterhazy takes great interest in the United States and its people and is especially desirous and anxious to have her compositions produced in this country.

Extracts from a Letter from Isabel Rawn

The box came before Christmas and gave an immense amount of pleasure. One girl with a very poor wardrobe was sent off happy to Atlanta, where she was to visit her little brother, proud in the recent possession of shirt waists, a silk scarf, shoes, and much else. Three sisters were given suits, grey, brown, and blue. And the two books you sent, I hear were read voraciously by the whole school by turns, throughout the entire vacation. Some of the articles which are left, will be sold to the mountain people who come down to sell eggs and meat and butter to us. Then we mean to take that money to buy some palms and ferns to make the parlors a little more habitable. As things are now, the two together contain but five chairs, one table, a few pictures, a fireplace (which makes up for a multitude of omissions) and a piano.

The money that you sent, I am mostly keeping to start a Wellesley scholarship for next year here. About ten dollars, however, I have spent for clothes, an incidental tuition fee of only one small girl, and in helping these poor people generally. A great many girls of my class and others, are sending money and clothes. Including what I have saved from the sum the Christian Association sent, my scholarship fund has reached the great amount of thirty-two dollars.

Yours loyally,
Isabel Rawn.

Fine Arts

Boston Art Club—Photo-Era Collection.
Boston City Club—Mr. Ruskin’s Drawings.
Kimball’s Gallery—Mr. Starchan’s Watercolors.
Copley Gallery—Mr. Kornman’s Pictures.
Faberstaub Studios—Del noho Bronzes.
Doll & Richards—Mr. Remington’s Paintings.
Doll & Richards—Engravings by Nanteuil.
Arts and Crafts—Exhibition of Pottery.

Alumnae 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, Associate Professor of Geology in Wellesley College, was made a fellow of the American Association for the Advancement of Science, at its recent meeting in Baltimore.

Miss Lydia Caron, formerly of the Department of French, is now head of a school at Paniers, France, which is only ten miles from her own home.
Statement  
(Condensed)  
OF  
The Wellesley National Bank  
as made to the Comptroller under date of  
November 27, 1908  

RESOURCES  
Loans and Discounts, $110,720.27  
Bonds, 243,762.50  
Due from U. S. Treas., 5% Fund, 2,500.00  
U. S. Bonds to secure Circulation, 50,000.00  
Premium Account and Fixtures, 8,035.19  
Demand Loans, $27,566.38  
Cash and due from Banks, 51,364.41  
$493,948.75  

LIABILITIES  
Capital Stock, $50,000.00  
Surplus and Undivided Profits, 14,547.23  
National Bank Notes Outstanding, 49,400.00  
Deposits, 380,001.52  
$493,948.75  

Alumnae Notes—continued  
Miss Elizabeth Fulton, 1905, is a student at the school of  
Philanthropy in New York. Miss Mary Mellivain, 1903, is  
also at the school.  
Miss Isabel C. Brown, 1905, is teaching at Hitchcock Free  
Academy, Brimfield, Mass.  
Miss Marguerite McIntosh, 1908, is teaching in the Ports-  
mouth (N. H.) High School.  
Miss Edna Hubley, 1908, is teaching first and second year  
students in the Minoa (L. I.) High School.  
Miss Jeanette Cole Smith, formerly of 1908, will not  
return to college this year.  
Miss Blanche H. Wells, 1902, was recently elected Presi-  
dent of the College Women's Club of Minneapolis, which  
contains 150 members from a large number of colleges.  
At the wedding of Lucile Drummond, 1908, the brides-  
maids were Frida Semler and Helen Cummings, 1908; and  
Aph Phelps, Martha Cecil, Willye Anderson, and Elizabeth  
Dougherty, of the class of 1909.  
Miss Elizabeth Lennox, 1904, and Miss Jane Lennox, 1904,  
sailed on the Canopic January 2 to spend the rest of the winter  
in Egypt and the Mediterranean.  
Miss Eleanor Little, 1908, has been doing some work in  
connection with the House of Refuge at Media, Pa.  
Miss Fannie Louise Eaton, 1907, is teaching in the Med-  
way (Mass) High School.  
Miss Jane Newell, 1907, is teaching in the Catherine Aiken  
School, Stamford, Conn.  
Miss Mary Roberts, 1907, is teaching Physical Chemistry  
at Pratt Institute.  
Miss Helen Curtis, 1908, is teaching Latin and Greek in  
Miss Amy Gilbert, 1908, is principal's assistant in the  
Woonsocket (R. I.) Grammar School.  
Miss Mary V. Little, 1903, is teaching English History in  
the Memphis (Tenn.) City School.

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Miss Helen Farwell, 1908, is teaching in Forest Park  
University, St. Louis.  
Miss Esther Abercrombie, 1907, is teaching German and  
History of Art in Mrs. Paul's school, Kent Place, Summit, N. J.  
Miss Eleanor Fricke, 1908, is teaching English and History  
Miss Marian Berry, 1907, is teaching English in Westerly,  
R. I.  
Miss Sarah J. Woodward, 1905, is teaching in Miss Bar-  
stow's School, Kansas City, Mo.  
Miss Clara Louise Alden, 1897, continues her graduate  
study at Chicago University.

Engagements  
Miss Helen Thompson, 1908, to Mr. Herbert O. Shedd, of  
Waltham, Mass.  
Miss Hattie La Pierre, 1908, to Mr. Truman D. Hayes,  
Worcester Polytechnic Institute, 1907, of Cambridge, Mass.  
Miss Helen Dustin, 1907, to Mr. Robert M. Wadsworth,  
University of Michigan, 1906, of Cleveland, Ohio.  
Miss Edith L. Whitney, 1908, to Mr. Oliver J. Schoon-  
maker, Harvard, 1906.  
Miss Harriet Small, 1907, to Mr. Maurice I. Flagg, of  
Clinton, Mass.  
Miss Louise Warner, 1907, to Mr. Theodore Sheldrake Ba-  
ton, Tufts 1907, of Waltham, Mass.

Marriages  
CEcil — DRUMMOND. December 28, in Louisville, Kentucky,  
Miss Lucile Drummond, 1908, to Mr. Stuart R. Cecil.

Change of Address  
Miss Mabel Sturgis, 1902, The Sulgrave, 571 W. 139th  
Street, New York City.