Barnswallows

At the regular meeting of the Barnswallows the members and their guests were entertained by a wonderful circus—"The Greatest Show on Earth"—The Barn offered good opportunities for the ring in the center and the audience standing, and standing around it. After a marvelous prelude by the band, came the parade, marching around the outside of the "ring." The ring-master led his company with much pride and with many bows. Behind him came the trained bears, the Siamese twins, the trained lion, the juggler, the trained horse, the snake charmer, dancers, and clowns. Each attraction was greeted with shouts of enthusiasm by the audience.

The ring-master made a most cordial and appropriate welcome speech to the audience after which he introduced his troupe. The trained horse was "the most intelligent horse in the world." In fact it had almost human intelligence. It danced and did several feats in the ring. It caused the owner much labor and anxiety, for it was a spirited steed as well as being rather loosely constructed. Every one held their breath when the tight rope dancer started her perilous journey, but there was no need for fear, for the clowns held a veil to catch her if she should fall. Mr. Jones and Percy, his trained lions, were most amusing, but Percy was a fierce beast as one could tell from its raving, and when it got loose in the audience there was much excitement and screams among the "children." The trained bears, Peter and Repeter, were most obedient to their trainer and the audience were delighted with their games of ball and see-saw. The dancers relieved the tension of the former parts of the performance. The three trained elephants were without doubt the "star" feature of the show. They danced, sang, and drank tea actually sitting at a table. The applause was tremendous when their master risked his life by lying on the floor and allowing the two largest elephants to walk over him. Little Nemo, the dancing elephant, in his wallowing on his hind legs, was indeed "delicate" as his master appreciated. At the end they formed the famous "group of three" which is always appreciated. The clowns were extremely clever and original.

After the exhibition of all these marvels in the ring, the audience was invited to see the "side-splitting side show," at which nearly all the strong men could lift thousands of pounds with his little finger, the wild man from Borneo, the Siamese twins. The snake charmer was especially charming, especially charming. For earrings, necklaces, and bracelets showed the extreme wealth of the company, as well as the lady's weakness for tea. The fortune teller increased the fun for the Students' Building audience, as well as for the circle of twenty. The influence of the responsibility of politics on women would bring to them a more intelligent interest in their own concerns, and bring to all, if not the higher education, at least the wider education beyond the value of cooking and mending.

Miss Rendel gave a most delightful picture of the way in which the college girls toured in a caravan from the south of Scotland to Oxford, for the double purpose of helping the suffrage and of having a good time together. She said, "There is something wonderful to believe in and to work for." We pictured them cooking their meals on the road, stopping at a town toward evening, going direct to the Police Station to obtain the "permit." We learned how the five jokes were divided up among the four speakers. The first speech was always introductory in nature, explaining that by woman-suffrage was not meant "woman-suffering," and giving a discourse on justice. The second was the working woman speech, in which someone undertook to show that though women's position in the home is stronger than there were not enough homes to go round; industries had gone out into the world and women must go after them. A race is being run; why handicap the weak? The third speaker was expected to treat of the home intensively, on the ground that expert opinion on the home was needed, in politics, and that this could not come from the home-makers. It was left to the fourth speaker to deliver in coherent style all the odds and ends that had been left out of the previous speeches.

Miss Costello, impersonating the audience, raised the objection that equal-suffrage would lead women to quarrel with their husbands over politics. Miss Rendel in reply showed that if such a case the husband would be induced to stay at home more of the time, since it would be no longer necessary for him to go to saloons and other objectionable places to give vent to his political opinions! But Miss Costello objected further that wives should obey their husbands and that voting might make them independent. Miss Rendel replied that they should obey their fathers, but this did not prevent father and son from both voting.

In reply to a question from a floor the statement was made concerning the Anti-Suffrage Society. Their meetings are attended by A. S. S.; though many of them are unmarried, their medal shows a very slight woman heading over a very large baby, and for colors they have chosen black and blue. They will not parade the streets, for to be consistent they must stay in the home.

An opportunity was given to meet Miss Costello and Miss Rendel in the Faculty Parlor at the close of the meeting.
College News

THE MAUGUS PRESS

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EDITORIAL

So soon after Mid-years, when everyone is usually convinced that college is a place for work—whether the conclusion has been reached through the arrival or the absence of a thank-note—the time does not seem altogether propitious to reecho President Woodrow Wilson's statement that "learning is on the defensive." The student body is up in arms at once feeling a virtuous indignation. But, can the college as a whole honestly claim to be as interested in study, in the really thoughtful work which is the kind a college should require, as in outside affairs? For two weeks at Mid-years and again in June, the college works hard, and often gains a certain amount of inspiration from courses before unappreciated. But usually intellectual achievement for its own sake is less frequent than social life for its own sake, or "sport for sport's sake." It is perfectly natural; the fun is attractive and necessary to development, and the majority of girls are not born students. Most of them do not intend to go on with research work after college, so often they study merely from a pride that is unwill- ing not to get credit, or from a deep anxiety to get over the line of the passing mark, however small it may be. But even if the majority of girls would naturally work for this reason, the character of the college should raise their ambitions and the quality of their work.

If a college does not keep up a standard and atmosphere which an academic center should have, and seems to be fostering announcement more intensely than thought, is it the fault of the numerous student activities in themselves? In an editorial of a week ago, the New York Evening Post, speaking of somewhat the same question as discussed at Yale, suggests that "the duty of setting the intellectual tone really rests with the college authorities." If pressure is needed to keep us up to the mark in scholarship, would it not be the better means of eliminating opportunities for play prove less effective than the positive stimulus of demanding more thoughtful work in every course? When they must, people learn to think: and with the personal inspiration which makes work willing and interested, they realize the richness and scope of an intellectual ideal which before has been but an empty sound. Perhaps girls do resent being called "grinds": the term suggests the commendable but truly abnormal person who spends long hours of valuable time on the most uninspiring of her courses. A girl cannot be much blamed for refusing to give of her best to a course where the only thoughtful and valuable work is done by the instructor, where one can get credit simply by taking good notes and learning them by rote; but there are other courses where there is real encouragement for commendation, where a class is proud to do thoughtful work, knowing the worth of effort and the end to which it leads. These are the courses which more than anything else can teach students where to lay the emphasis in college life. The result cannot be accompanied by a mere increase in daily assignments. Most of the college has enough work as it is. The essential is to transform it into the kind of work that stands for the highest college training.

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College Calendar

Wednesday, March 3, 4:20 p. m., in Houghton Memorial Chapel.
Third Mid-year Organ Recital by Professor Macdougal.

Thursday, March 4, 7:30 p. m., in College Hall Chapel. Regular meeting of the Christian Association. Subject "The Price of Power." Miss Alice Jacobs, leader.

Friday, March 5, 5:15 p. m., in College Hall Chapel, Student Government Birthday Rally.
7:30 p. m., in College Hall Chapel, Lecture by Professor John Erskine. Subject, "Why We Write." 8 p. m., in Billings Hall, Lecture on Insurance by Mr. James Monroe.

Sunday, March 7, 11 a. m., Services in Houghton Memorial Chapel. Sermon by Rev. Anson Phelps Stokes. 7 p. m., Vespers. Address by Mr. Bliss Perry on the Peace Movement.

Tuesday, March 8, 4:20 p. m., in Billings Hall, Recital.

College Notes

The subject of the usual Thursday evening Christian Association meeting was "The Power of the Spirit," Miss Lucy Wilson led the meeting.

The program of the Christian Association meetings for the next two weeks will be as follows:
March 4: The Price of Power. Leader, Alice Jacobs.
March 11: The Flood Tide of Power. Leader, Margaret Hoyt.

A meeting of the Social Study circle was held Tuesday evening, March 2, at the Zeta Alpha House to discuss the Socialist Conference held at Boston recently.

Friday evening, February 26, a meeting of the Magazine Club was held in the Agora House. A dialogue by Miss Rothery and Miss Hanford on Social obligations as a part of college life was read, with a discussion following. After a criticism of some verse from the Dartmouth Magazine the meeting was adjourned.

Mr. Erskine, who lectures this week on "Why We Write," is a Professor at Amherst. He read the poem at the Poe Centennial at Columbia; many members of the college are doubtless familiar with his verse, as it has appeared in various magazines.

Notice

On account of the increase in the number of students at Wellesley College it has been found necessary to make some different arrangement for selling tickets, than that which has been in effect the last few years, therefore arrangements have been made to have tickets on sale at the Wellesley Station for all points, with the exception of destinations via Boston and the N. Y., N. H. & H. R. R., all the time.

Before vacations, orders for tickets will be taken by a representative of the railroad as in previous years. Order day for the spring vacation will be Tuesday, March 16, 1909, on which day it is hoped that as many as possible will leave their orders. If for any reason a student is unable to meet the appointment on that day, her order may be left at the Wellesley Station.

On Wednesday, Thursday, Friday and Saturday, March 24th, 25th, 26th and 27th tickets will be on sale at the station instead of at College Hall, and on those days an experienced ticket seller will be at the station to assist the agent.

Sleeping cars and parlor cars for the exclusive use of students will be run on all trains where the number of passengers warrant this, and requests for accommodations in these cars should be left with the station agent at the Wellesley Station, or with the passenger agent on March 16.

Tickets to points via Boston and the N. Y., N. H. & H. R. R. or Fall River Line will be procured and placed on sale at the Wellesley Station with the other tickets provided they are ordered of the representative on March 16.

A. S. Hanson, Gen'l Agt.
Pass. dept., B. & A. R. R.

Music Notes

Mid-year Organ Recital
Third Recital, Wednesday, March 3, 1909 at 4:20 p. m.
Mr. H. C. Macdougal, Organist.

PROGRAMME

1. Toccata in F major
J. S. Bach

Overture to the "Occasional Oratorio"
Handel

Andante maestoso
Allegro

March

2. Morceau a la Musette
Purcell J. Mansfield

Mansfield is a clever young organist of Torquay, England. The piece is dedicated to Mr. Macdougal.

FIRST MOVEMENT from the "American Symphony" Dvorak

During the author’s residence in the United States, he wrote this Symphony with the hope that it would demonstrate the great value of folk-melodies for symphonic purposes.

The fourth recital will be given on Wednesday, March 10.

Student Recital
March 2, 1909 at 4:20 p. m.

Piano: Theme with variations from op. 26
Beethoven

Miss Mildred W. Washburn, 1912

Voice: The First Violet
Mendelssohn

A Pastoral (Opera of Rossini)
Veracini

Miss Ruth A. Howe, 1911

Piano: "Kassandra" (Erotikon, No. 1)
Jensen

Miss Elizabeth I. Kriebel, 1912

Violin: First movement from second Concerto
Miss Mary Welles, 1911.

Piano: Valse Impromptu
von Wilm

Miss M. Louise Dulzell, 1910

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I.

"Who think too little and who talk too much," is a quotation that seems to apply especially to our period of examinations. We, who have been in Wellesley more than one year, have an influence on creating public feeling that we often use to no good advantage. During the last period of examinations, I do not think that it is an exaggeration to say that a large share of the failures, especially in 1912 are due to the atmosphere created by the upper class girls. From the time that the Freshmen land in Wellesley, they hear rumors of the horror of the Math exam! This year upper class girls sent flowers to the Freshmen on that day, emphasizing this rumor. If there is any time in the year when a girl wants her mind clear, it is during our examination period and the exaggerated action and talk on the part of the upper girls who should know better, influence the Freshmen to a great extent. By no means do I consider that we should not apply ourselves seriously to our work at that time, but I do mean that we should let others see by our actions that we are doing ourselves earnestly to our work. It would be talk less and would realize that the atmosphere that we create for the incoming Freshman class, regarding examinations, is going to influence them to a greater extent than we imagine. I am not an upper class girl, but the Freshmen in college will make this responsibility hers in the future.

Mary Zabreskie, 1909.

II.

Regarding the supposed lack of enthusiasm for our academic work, I should like to say a word for those of us who do not consider the present situation at all alarming. The large majority of the girls in college do believe that the main interest in college is the intellectual one, the securing of liberal culture. They certainly do not come to college simply for the social life which could be gained in larger quantity, far more easily away from college. Most of the girls in college work, not because they must get a certain amount of credit, but because they enjoy their work and relax when they are doing it. Of course the intellectual life doesn't mean simply acquiring facts and talking about them; it means learning from one another and knowledge as a means to the end of a "more abundant life."

As a whole, it can't well be simplified unless it is to be reduced to a negative quantity. Certainly a Barnswallow every three weeks, a tea now and then, and a Glee Club concert after Mid-years isn't an undue amount of relaxation. For our part, I am looking forward to the days in college, if not at all typical of Wellesley girls, our college isn't in the slightest danger of becoming a boarding-school or anything approaching it.

1909.

III.

In these days when criticism is the style, when the Faculty are receiving wholesale and unserved advice from the student body, our after dinner gossip is prone to be highly colored. As gossip is the very backbone, the prop and mainstay of a great deal of our conversation, we are not planning to render so many of us mute by declaring it a tabooed vice. We cannot require absolute truth of gossip, surely—it is no longer gossip—but at least those of us most addicted must realize a boundary line—a line which separates the gossip that only gives and so and so an unrecognizable reputation, and the pernicious conversation that bastes itself with Faculty in so far as it concerns academic interest—that starts what we may term the "academic rumor." This latter slowly because of its universal interest. To it belong all the statements that call forth consternation among the students and chronic daily by the Faculty,—that Miss S. told so and so that she didn't expect more than thirty of by our classes. Through the chieft happens that daily themes are required from a certain class in English Composition all through Mid-years, that such and such an instructor said all the work in such and such a department might be considered poor, to go on indefinitely enumerating these juicy items which are delivered with gusto at the dinner table and which unfortunately, do not sink into obscurity as soon as they are uttered. Unfortunately, they roll on and on, undermining the startling changes made possible by the nature of gossip and the nature of girls. And most unfortunately, they don't end blindly as, thank goodness, most idle rumors do. Quin frequently they reach their destination not only with some fresh apologies or fresh demands, much of misconception among the Faculty—but, if we may so name it, a serious academic harm.

Those who start such rumors cannot be publicly punished because most of our dinner table facts come back to us in such strange clothes that we do not always recognize them,—they are the work of not one culprit, but many. Free Press does not threaten public exposure, from the sheer impossibility of realizing such a pleasure—but, as usual, Free Press does extend a word of advice to the most viciously garrulous of us:—if you must, continue to air the innermost secrets in the scandalous actions of all your available friends and acquaintances,—disperse with a few of your startling rumors, if they misrepresent the already misrepresented and abused academic work and plans for work.

1911.

Mr. Salmon's Lecture

The college was unusually indulted to the Music Department for the privilege of hearing Mr. Alvah Glover Salmon's lecture and recital on Monday night. Mr. Salmon gave a short sum- mary of the unusual conditions of music in Russia, and the circumstances which influenced them. Russian music at present is the application of the modern science of music to the folk songs; it is all pessimistic. This pessimism in music is the voice of the tragic national history, suppressed in the other arts, of painting and writing, by constant government surveillance; and finding free utterance alone in the accessible art of song.

The crude beginnings of vocal music in the church were steadily checked by the prejudice against singing as a vice, handed down from priests of the thirteenth century. Not until the nineteenth century was singing in parts introduced into the church, in place of the motetous chant; but perhaps the perfection of vocal music has been reached now in the monastery of Alexander Nisi. The music of the peasants in daily life represents diverse ages. Their strange songs are based on scales like the old Greek scales; one of them all of whole tones, and are frequent within one octave. Some begin in major and end in minor, and often have one or more changes of rhythm. Some songs are for the single voice accompanied simply by an instrument; others are melodic songs in a major key to be sung in unison, and slow songs in a minor key to be sung in harmony. All are charged with gloom—the gloom of servitude and exposure to intense cold, with the mental and physical distress from insufficient food and frequent famine caused by fanatic church teaching prohibiting proper agricultural methods.

The Russian opera began nominally in 1755 with the first opera with Russian libretto and Russian singers; but not actually until 1876, when Glinka composed the first truly Russian opera "Life for the Czar." The emancipation of the serfs in 1861 gave a strong impulse to the interest, since nobles who had hitherto employed their serfs in private opera, now moved to the cities to study music. The new Russian school founded the German traditions for their own principles; and utilized in their compositions the folk songs. Tchaikowski and Anton Rubinstein who opposed this school cannot be held as truly national as they, and the present reception of the music, despite its local color, argues well for the future of the Russian national music.

Mr. Salmon played, with interpretation and brief biographical summary, the following programme:

Scherbatschouff  
Prologue Symphonique  
Glinka  
Fugue  
Seruline  
étude  
Rimsky-Korschakoff  
Désirée Dance  
Arcskey  
Consortation  
Monsorgsky  
Capriccio  
Ivanoff  three movements  
Nuita  
Allegro con Brio—Andante—Presto  
Glazounoff  
Pouchkine  
Prélude  
Borodin  
Allegro  
Grozsky  
Au Concert  
Balakireff  
G Dise  
Staatskowitch-Ossipoff  
Mazurka  
Berceuse  
Value-Capriccio
Professor Santayana’s Lecture

On Friday, February 26, Professor George Santayana delivered before Philosophy 4, the first of a series of lectures on the History of Systems of Aesthetics. As an introduction to Greek Systems of Aesthetics, Mr. Santayana pointed out that the Greeks valued neither their superiority in the arts, nor in morals, but considered themselves primarily as politicians. Though surrounded by works of art, they did not write about them, but considered art merely from a utilitarian point of view, that is as a vehicle for preserving the great things of life, as an instrument for the well-being of society.

This substitution of a utilitarian or a moral view point for an aesthetic, is especially striking in Socrates, who was himself a sculptor. The beautiful, he says, in his memorabilia, is the useful. The piece of armor is beautiful, not because it is beautifully embossed, but because it fits perfectly, because it serves its purpose of armor best. According to Socrates, the appropriate is the beautiful. Also in the Banquet of Xenophon, Socrates claims to be more beautiful than the beautiful youth because his eyes, his nose, and his mouth, though ugly according to a usual standard, are better able to perform the functions for which they were intended. That which is more useful than other sculpture, is not only beautiful, and any sense of beauty which is not a symbol of the good should be regarded as frivolous.

To this utilitarian view of beauty, Socrates converted Plato, and Aristotle, the poet. Under Socrates’ influence, his life was a continual process of making himself a Paragon against his nature. He became an old-fashioned conservative with the strictest sense of responsibility. His aesthetic theory is also, that the beautiful is the useful if not, so much the worse for the beautiful. Yet though conservative, he feels that he knows that “Art is something mystic, a gift of the muse, something that carries us beyond ourselves.” He realizes that the irrational is a valuable part of our economy; that reason is not the only vehicle of beauty.

In the Plaiderus he shows four ways in which the irrational may be a vehicle of the good. For instance, the priestess when inspired, makes prophecies which benefit nations, whereas in her normal state, she is of little use to any one. Another irrational state out of which good may arise, is the one in which Orestes, after having committed his terrible crime, becomes subject to the furies. He suffers much, but is exasperated by his raving and arises from them a new, a different man. Also the madness of love and the madness of the poet may be vehicle for good. A very bad poet may write an excellent poem, though he could not do it if he were not made to do it, and an inspired poet, in the same mood, may make poetry, he has great contempt for the histrionic for the person who does things just because the spell is on him.

If one is to admit this kind of madness into moral life, it must be under strict surveillance. First keep your citizenship whole and pure, then argue the poetry if you can, or music. Poetry must be organized into the moral life of men and women. The beautiful is good only in so far as it is good.

Exhibition of Clay Modeling

On the afternoon of Monday, February 22, an exhibition of the work in clay modeling of students of course five was opened in the large lecture room of the Art Building. The room, arranged with draperies and other studio properties seemed more like a spacious studio than a lecture room, and in spite of the many other attractions of the day there were many visitors.

Under the lights the modeling work was arranged in groups showing a variety of subjects in high and low relief and work in the round. The feeling for the planes of the modeling and the facility in handling the clay are especially to be commended because the work is the result of the first semester of the Introductory Studio Course Art 5. The aim of the course is to fit students to understand the peculiar artistic qualities expressed in sculpture, especially to give them a sense of form,—but further than this their work as exhibited, shows real artistic achievement of its own.

Important Notice

DIRECTIONS FOR STUDENTS

1. A student desiring
2. To drop a course,
3. To enter a course,
4. To change from one course to another,
5. To prepare for examination for advanced standing, should call at 130 College Hall during office hours to obtain the form to be used in making her request.

II. A student desiring to apply for admission to an examination or for permission to present papers
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Society Notes

PHI SIGMA

At the regular monthly meeting of the Phi Sigma Society, held Wednesday night, February 24, the following program was given:

Review of the Folk-Lore Magazine.................Dorothy Bridgman
Irish Festivals, their Significance and Evolution........Josephine Butterfield

Shrove Tuesday, a scene in a Peasant home
written by Nan Kent and Josephine Butterfield with cast as follows:

Peasant Woman ..................................................Josephine Butterfield
Peasant Man ....................................................Nan Kent
Children .........................................................Bianca Legz
Old Granny .....................................................Margaret Ulbrich
First Village Boy ..............................................Beulah Gray
Second Village Boy ..........................................Harriet Stryker

Recent Additions to the Library

Appuleius, Opera.
Avenarius, Richard. Der menschliche weltbegriff.
Berthelot-Saint-Hilaire, J. De la Logique d'Aristote.
Banschinger, J. Comp. Tafeln zur theoretischen astronomie.
Bedier, Joseph. Les legendes epiques.
Feissier, Gaston. La conjuration de Cauline.
seben poesie bis zur italianischen reise.
Ch. diodamas, Claudius, Carmina.
Cohn, Jonas. Geschichte des unendlichkeitsproblems im abendl.
estlanden deren bis Kant.
Curnow, Franz. Les religions orientales dans le pagnan.
romain.
Ernst, Otto. Semper der jungling.
Fischer, Wilhelm. Die geschichte des teufels.
Fonsny, I., and Doore. J. van. Anthologie poetens lettres
francais.
France, Anatole. L'arme du Mail.
France, Anatole. Vie de Jeanne d'Arc.
Frankenstadt, Julius. Briefe über die schopenhauersche philos.
ophie.
Herfel, George. John Locke u. die schule von Cambridge.
Kohl, Wielch. Die lehre vom primus willens bei Augustin.
us, Dans, Scotois u. Descartes.
Lungo, Isidoro del. Dante ne' tempi di Dante.
Margueritte, Paul et Victor. La commune.
Old-age pensions; a collection of short papers.
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Saissel, Emile. Precurseurs et disciples de Descartes.
Teichmüller, Gustav. Neue studien zur geschichte d. begriffe.
Volbehr, Theodor. Goethe u. die bildende Kunst.
Wechler, Theodor, publisher. Deutsche literaturgeschichte.
Oman, C. W. C. England and the hundred years' war.
Oman, C. W. C. The great revolt of 1581.
Orr, James. David Hume and his influence on philosophy and
theology.
Pinkster, O. Primitive Christianity.
Riecke, Charles. Cloister and the hermit.
Rockstro, W. S. History of music from the infancy of the
Greek drama to the present period.
Schuppe, W. Das menschliche denken.
Shaw, G. B. Commonense of municipal trading.
Stokl, Helene. Universal Wirtschaftsblatt.
Stubbs, W. Germany in the early middle ages.
Thomas, W. I. Sex and society.
Titchener, E. B. Lectures on the elementary psychology of
feeling and attention.

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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 Agnes E. Maynard, 1901-03, was graduated from the Presbyterian Hospital Training School for Nurses in 1907. She received the state degree of R. N. in the same year, and is now in charge of the infirmary of Williams College.

Miss Anita Whitney, 1889, is attending the School of Philosophy in New York City this winter.

The New York Wellesley Club has arranged to make the Woman's University Club a weekly rendezvous, on Tuesdays, from four to six, through April. Tea will be served at a nominal charge. All Wellesley people who are in New York are cordially invited to join in this informal gathering.

Miss Harriet L. Constantine, 1889, and Mrs. Oscar Davies (Mary Harlow, 1884-86), visited the college on Saturday, February 20.

Miss Clara Seaman Chase, 1905, is teaching English at Walnut Hill School, Natick, Mass.

Miss Margaret Heatley, 1908, is teaching in Tiverton, R. I.

Professor and Mrs. Junius W. Hill, and Miss Mary Brigham Hill, 1893, are spending the winter in Redlands, California. Professor Hill is gaining in health and expects to return to Boston in the spring. Their address is 217 West Palm Avenue, Redlands, Calif.

At the wedding of Helen Margaret Wood, 1907, the following Wellesley people were present: Ruth White, 1907, Florence Hewitt, 1904, Marie Pickett, 1903-04, Daisy Bennett, 1932-03, and Margaret Sydnum, of the class of 1909.

Miss Harriet Goddard, 1902, is just recovering from a long and severe case of typhoid.

Miss Marion Cook, 1901, is spending the year at home, in North Brookfield, Mass.

Miss Mary W. Montgomery, 1896, is doing editorial work for the Singer Publishing Company.

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Miss Mabel Wellman, 1895, is head of the Household Economics Department of Lewis Institute, Chicago.

Miss Alice Griffin, 1908, is spending the winter in Pinehurst, N. C.

Engagements

Miss Josephine Osborne Bean, 1907, to Mr. Robert Yeaton Norton, of Buffalo.

Marriages


Campbell—Wood. February 18, 1909, in Portsmouth, N. H., Miss Helen Margaret Wood, 1907, to Mr. Gordon McKay Campbell.

Deaths

February 18, 1909, at Dayton, Ohio, Edwin Salisbury Morrill, brother of Helen T. Morrill, 1907, and Edith H. Morrill, 1908.


February 15, 1909, in Duluth, Minn., Thomas Alden Smith, father of Delia Smith, of the class of 1912.


Change of Address

Miss Lucy Eisenberg, 1905, 354 South Euclid Ave., Pasadena, Cal.

Mrs. C. T. Sollecito (Edith Rothermel, 1905). Los Vegas, Nevada.

Miss Gertrude C. Cate, 1907, 300 Commonwealth Avenue, Boston.

Mrs. Felicie Ferrero (Frances G. Lance, 1892). 843 West End Avenue, New York City.