Studio Reception

Society Tan Zeta Epsilon gave its yearly Studio Reception at the Barn on Saturday and Monday nights to an appreciative audience. The Barn, was wonderfully attractive in soft brown and yellows with here and there a dull bronze bowl filled with apple blossoms or yellow irises. The original paintings of Mr. Kahil Gilman were exhibited, the same paintings and sketches which are to be exhibited on Wednesday afternoon at the Tan Zeta Epsilon House. After an informal reception Miss Raymond, the president, gave the brief resume of the year's work of the society, covering as it had high renaissance painting of the Florentine School. She explained, in part, the care of light and shade in a portrait and the effort to give technical correctness to the paintings. In addition, she told of the interesting creative work that had been done by some of the members who had designed original paintings, one of which was given during the evening. The program was as follows:

1. The Visitaton (drama) Domenico Ghirlanaggio Models: Carolyn Wilson, Helen Macartney
2. Portrait of Stanudo Botticelli Model: Majorie Meredith
4. The Violin Player Sebastian del Piombo Known as "Raphael's Violin Player" Model: Hetty Shepard Wheeler
5. Portrait of a Young Man Andrea del Sarto Called a Portrait of Himself Model: Clara Belle Gregg
6. Saint Agnese Andrea del Sarto Model: Emelia Cowan
7. Rachel Michaelangelo Model: Edel Duncan
8. Still Life (drama) Original Painting Irene Hooper Hersey Model: Margaret Kennedy

Intermission

Original Poetry by Mr. Craig Evans

5. Saint Cecilia (drama) Raphael Model: Lydia Craig
6. Portrait of a Young Man Andrea del Sarto Called a Portrait of Himself Model: Clara Belle Gregg
7. Saint Agnese Andrea del Sarto Model: Euphemia Cowan
8. Rachel Michaelangelo Model: Edel Duncan

The spirit of the visitation was well caught in the simplicity of pose and the sweetness of expression. It was a portrait in soft blues and red browns and showed a wonderful effect of brightness but softness of color. The lines and colors seemed to complement each other. The background was in good perspective but the picture did not lack flatness from the extension of background.

The whole figure against its rich red background certainly was a beautiful copy of the original sculpture and formed a fitting climax in an exhibition of very high artistic work.

Two of the most commendable features of the exhibition were the backgrounds and the faces of the models, which seemed to interpret so truly the spirit of the school of painting represented. It was a most successful and charming presentation of Paintings from the Florentine school and it was regret that one took a last look and left the "studio" until another year.

Professor Santayana's Lecture of Friday, May 14

Professor Santayana commenced his lectures of the fourth Sunday Studios of the year at the time when we had considered that part of Schopenhauer's philosophy that is absolute. The will is blind, but within itself has desire for something. Unconscious of its object, it still has an object, and the objects of the first rank are called Platonic Ideas. The theory of evolution, which has changed our outlook in so many directions, has also affected our views of philosophy. Formally it was believed that in nature and art there were certain specific ideals, fixed in the concept of the artist. There was not evolving but fixed, and hidden within it was the eternal type. The task of the artist was simple and definite—merely to discover and reproduce these ideals. A new theory, no alternatives are possible when standards are thus immutably settled. In the last hundred years we have changed this theory. We now believe in fundamental changes and infinite evolution. We are no longer interested in making all works of art alike—preferring to make them individual. Not to reproduce a typical elm tree, but a certain, picturesque elm tree is the aim of the painter. There is no fixed plan for makingX a masterpiece, nor the Leonine qualities of the lion we desire, so much as the peculiar characteristics of any thing is given a new life, and the love of the beautiful was not acquainted with the processes of art, and accounts for a certain thinness in his criticism.

In his conception of the Platonic Idea, Schopenhauer believes that the aesthetic consciousness is the developing of a sympathy with the life of nature. For instance, the Platonic Idea of water consists in its flowing form. Which was not a manipulation of water we enter into the life of the fluid. Thus the aesthetic consciousness is the sense of life. An object is justly considered beautiful because it is a true and appropriate type of life, and so we are back to the teaching of Plato.

In this respect Schopenhauer is contradictory. He says the aesthetic is willless, and yet in the matter of art it is intensively vitalized.

Art is a kind of playing at life: thus the histrionic has certain advantages over the actual, as it is not bounded by time, nor place nor even personality. Professor Santayana then said that Schopenhauer was the first philosopher who gave music its proper place. He makes it parallel to nature: it has the same relation to literature of which the written music has to that which is sung. For every detail in nature we find a correspondence—not simply in the detail in music. Music is the transcript of all existence in sound. It does not describe a certain situation or emotion—it is that situation or emotion. The explanation of the nearness of the arts—and especially music—to our lives is brief; our soul is more a music than a body, an artist is more a musician than a painter. Music is also in our body, setting vibrating certain physical reactions, etc. Therefore it is not just natural, but because nature is also preserved and expressed by music, as by any more materialistic manifestation. Thus the aesthetic emotion has primary and vitalizing, intensifying life,.
College News

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All subscriptions should be sent to Miss Sally King.

Editor-in-Chief, Kate Parsons, 1911
Associate Editor, Ruth Evans, 1911
Editorial Editors, Edith White, Loretta Mills
Alumnae Editor, Elizabeth Manning, 1902
Business Manager, Thomas Brown, 1909
Subscription Editor, Sally King, 1911

Elizabeth Nafziger, 1910


EDITORIAL

One of the delights of college life is the choice assortment of types which may be observed from such a view point as the Editorial fence; unpleasant delights some of them, for in this constantly repeating procession marches one obnoxious type which ought to be maligned and, if possible, suppressed. This the editorial tongue gibes proceed to do.

The girl who appropriates what doesn’t belong to her is growing unpleasantly prevalent. She has been here all the time, but it seems the Editor has noticed her much. Now it seems she is coming forward in so different and so numerous forms, that from indignation we are passing into despair over the decaying morals of mankind. First on the list is the girl who appropriates her instructor’s ideas to build up a straight credit, and a reputation for an awfully fine mind, my deary. She has two methods of procedure,—she may guard against disagreeing with said instructor and by sitting on the front seat become skilled in finding out what she ought to think; or she

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may assiduously inquire before every recitation what happened in the other division. This latter despicable method is the most easy to pick out with keen penetration the very essence of the day’s lesson to the admiration of stupid classmates and the delight of the instructor who marvels,—perhaps— at this utterance of her unspoken thought. But how unfortunate to be in the Bible division which meets first in the week.

To this same species belongs the well known Parasite who lives from other people’s note book. Not only is her translation, but she doesn’t bother about their opinions,—she hasn’t any need of them. For the latter circumstance we are grateful but at times we need to look over our opinions with fact and it is aggravating to have these facts continually borrowed. About the time when, 10:00 P.M., with the prospect of tomorrow’s quiz tormenting you, you rummaged frantically under the bed for your note book, only to have the room mate tell you that that Parasite from the Hill came over and borrowed it,—just till tomorrow! Sometimes the Parasite is happy; at least reporting back the next morning with an absurd tale as she apologetically rushes in with the note book, but she declares she is scared to death of that quiz.

This most prevalent Parasite has headaches and countless pains that keep her from going to classes a great deal, so she has to borrow other people’s notes. You see, she is amnestic. This with a delicate sigh.

But these are ideal Appropriators; they would cry out against being put in the other class,—being literally thrown among Thieves and Robbers. The latter class is frankly, openly vicious and doesn’t whine about it, either,—that’s a comfort. But nevertheless, for the society these brigands, however interesting, must be exposed and suppressed,—two terms not synonymous when one is dealing with real Robber. The Robber uses a beautiful argument,—especially when it comes to umbrellas; "Well, somebody took mine so it comes out all right in the end." Like the Bible divinity, it depends on which is your end. Or perhaps the Robber argues that she will just take one for today, you know,—and put it back tomorrow,—when the sun shines. Or perhaps she calmly takes it, without argument. This same admirable indifference to rights of property is shown by those village Robbers who, growing hungry during the course of the day, eat up the belongings of those who have trustfully left their paper bags on the bureau in Room 116. And perhaps the enraged and hunger-maddened driver of an appropriated lunch grabs somebody else’s lunch and so it goes! This time, how unfortunate to be the last one!

Still another Robber, is the one who boasts she never pays for anything here. She gets in to the Barn—or rather, she formerly got into the Barn by going to dress rehearsals or coming in the side door, and so hasn’t bought a ticket since her Freshman year when she was young and foolish. And as

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College Calendar
Saturday, May 22. Open Meeting of the Agora Society, 7:30 at the Barn.
Sunday, May 23. 11 a.m. Service in Houghton Memorial Chapel. Sermon by the Rev. Henry S. Coffin of Madison Avenue Presbyterian Church, New York City. 7 p.m. Vespers with special music.
Tuesday, May 25. Meeting of Debating Club in College Hall Chapel.

College Notes
Dr. Mary I. Hussey, of the Department of Biblical History, has been awarded the fellowship for 1909-1910 offered by the Baltimore Association for the Promotion of the University Education of Women. Miss Hussey will devote the year to further work on Assyrian inscriptions.
Professor Macdonald, who is soon to lecture for the Department of Biblical History, will be remembered by many as the giver of a valuable course of lectures in 1907, on "Some Aspects of Hebrew Literary Genius." He is the author of two books on Mohammedanism, and, but recently returned from a year in Egypt and Turkey, has compiled the results of his latest investigations in a series of lectures from which those to be given at Wellesley are a selection.
The Annual Luncheon of the Chicago Wellesley Club was held at the Athenaeum on Saturday, May 8. Miss Jane Addams, Mrs. Ellen Henrotin, Mrs. C. A. Severance ('83) and President Judson of Chicago University were the principal speakers. College songs were sung by members of the club.
The last of the series of four Christian Association Meetings on "Character Building" was held Thursday evening in College Hall Chapel. Miss Theresa Severin spoke on "The Reflex Action of Service."

NOTICE
College girls wanted to fill positions in summer hotels. Any one interested may get further information by applying to Helen R. Platt, Chairman of General Aid Committee, 210 College Hall.

NOTICE
Will all members of 1901, who plan to be at Wellesley during the Commencement season notify Margaret C. Mills by May 27? Address, 1326 Nineteenth Street, Washington, D. C.

NOTICE
Will the person who took a dark blue boat (No. 6) from College Hall Cove without permission, between Monday noon (May 10) and the following Tuesday night, and left the same in Stone Hall Cove with the addition of TWELVE holes in the canvas, please call at Room 47 College Hall, and settle damages?

Magazine Articles
"No fear of death, or life, again shall pass Among these quivering fields of April grass, Where, under quiet, ever holier skies, The sorrows of the heart, immortal eyes," Algernon Charles Swinburne. Athenaeum. April 17.
Article on Leland Stanford University. Independent. April 27.
An Answer to the Panama Canal Critic. William Howard Taft. McClures. May.

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Boston
Dr. Gulick’s Lecture

On Thursday afternoon, Dr. Charles Burton Gulick gave a lecture on "The Survival of the Ancient Greek Religion in Modern Greece." Dr. Gulick introduced his subject by illustrating with every-day examples, the fact that even now we unconsciously cling to the customs and traditions of our ancestors. They were true also, that all the more natural it is, the more is the new Greek society should have transferred its pagan beliefs and practices to its new Christian religion.

Among the survivals of their old religion, Dr. Gulick said, are many of the Furtchen divinities as saints. Athena’s or Aphrodite’s have passed over to the Virgin and at one place the Virgin is worshiped as "Our Lady of the Myrtle." Physicians gods repeatedly became saints, who retain, in the minds of the people, their old methods of healing. St. Dionysius, on the Island of Naxos, who is said to have grown grapes in a bone, is assuredly the wine god Dionysus. The story of St. Demeter and her daughter, who was carried off by a Turk in winter and released in spring, is the story of Persephone and Demeter, with the addition of the Turk and some German dragons.

In the same way, Dr. Gulick showed how many of the ancient practices had been transferred to the Christian religion. Most prominent among these were the festivals of Dionysius, and especially the Lysistrata; bearing a great resemblance to Greek Easter festivals now, and other rites held in honor of the Virgin. As in ancient Greece, many religious festivals were held during the early years of a child, though not on his birthday, so now Greeks celebrate the day of whatever saint they are named for. If, as often happens, their name does not stand for a Christian saint, as Achilles, Agamemnon, etc., they celebrate on All-Saints-Day, thus transferring all their ancient heroes to the calendar of Christian Saints.

Finally, Dr. Gulick spoke a few words in defense of the early Christian priests. He does not agree with the people who say that the Church encouraged this transferring of pagan beliefs and practices in order to win converts; but on the other hand, maintains that it was done gradually, without the knowledge of the people. That, he said in closing, was as natural a transference to an imaginative people like the Greeks, as many of our own customs of today.

Mrs. Kidder’s Reading

The last of a series of very interesting readings came Monday evening, May 10, when Mrs. Cristabel Kidder read "Pippa Passes" by Robert Browning. Although this reading was not in some particulars, as finished a production as either of the two preceding ones, Mrs. Kidder’s charming personality made up to a great extent for any lack in the rendition, and the reading was a great lesson to us all, showing as it did how much an ambitious person may accomplish through earnest work, without the aid of outside training.

The greatest weakness lay in the action—we were conscious often that all parts of the body did not move in harmony with each other and a lack of grace and proper expression resulted.

Mrs. Kidder’s study of character was interesting throughout. Perhaps Pippa was a trifle too sad for the simple girl of the silk mills, but other characters, especially that of the miser, were convincing and individual. Mrs. Kidder has a beautiful natural voice and its flexibility and range gave variety to many of the speeches which were difficult because of their great length and which might easily have been monotonous. In Pippa’s songs only did we notice a lack of support in the voice, and in these it was assumed high pitch which limited the range to a few notes.

Dr. Gulick thoroughly appreciated the reading for its rather delicate and sympathetic rendering, and those of us who know Mrs. Kidder personally feel certain that she has every possibility for becoming a truly great reader.

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C. Debating Clubs.
D. Circulating libraries.

(c) Means used to facilitate study of modern languages for advanced
students and teachers:
A. Foreign Lectures.
B. Required residence in foreign countries.
C. Travelling fellowships.
D. Vacation courses and summer schools.
E. Exchange of Professors.

The discussion of these questions was very animated; many
illustrations were given, and many illuminating suggestions were
made. Some of the most interesting speakers were Professeur
Brunot, of the University of Paris; Professor Karl Bredt of Cam-
bridge; Professeur Thomas, of the University of Lyons; Professeur
Piquet, of the University of Lille; Professor Schöffer, of the Tech-
nische Hochschule of Dresden; Mr. Clowesy Bredon, Divisional
Inspector, London County Council; Professeur Merimée, Dean of
the University of Toulouse; Professeur Rodrigo de Sebastian, of the
College of Burgos (Spain); Mr. Walter, president of the Mittelschule
of Frankfort; Mr. Satoré De Croze, of Groningen (Holland).

The principal conclusions of the Congress were:

Group 1.

A. It is necessary that the teacher of modern languages
should be familiar with the literature, history, civilization and
modern institutions of the country whose language he is teaching.

Language is but the expression of life, and should be taught as
the expression of life. When the study of classic languages and
literatures is supposed, as its very name shows (humanities) to
discipline, develop and enlarge the mind and heart of the student,
the study of modern languages (languages vivantes) ought not to
restrict itself to the mastery of a small vocabulary useful in travel
or business.

B. It is very desirable that the teacher should know something
of historical grammar so as to be able to help the student in those
numerous cases when grammatical rules alone cannot explain
variations in spelling and construction. While the teacher should
have a good pronunciation, and while some stress should be put on
mere imitation where pronunciation is concerned, the teacher
should be able also to teach his students simple phonetics.

C. The preparation of the teacher of modern languages
should include the study of practical pedagogy.

Group 2.

A. Grammar should not be taught didactically to beginners
The first three months or so should be spent in the study of simple
phonetics, and in the acquisition of a vocabulary, stress being laid
on the important familiar idioms. Grammar should be taught
mainly from the texts, in order to make the student familiar with
the idea that languages existed before grammar, and that grammars
were made from the spoken and written language, not the language from
grammars.

B. The verb should be taught as soon as the student having
mastered the first difficulties of pronunciation is beginning to learn
words. Great use should be made of the direct method in the
learning of the verb, as well as in the teaching of other words.
The teacher should insist on oral practice. A knowledge of his-
torical grammar will enable the teacher to help his students through
the difficulties of irregular verbs.

Group 3.

It is important for the student as well as for the teacher to
be in close contact with the actual life of the country whose
language they are respectively studying and teaching. This is the
best way to interest and keep up interest, to secure a true understanding
of the masterpieces of literature, and, generally speaking, to enjoy
all the benefits of the acquisition of a language. Nearly all the
suggestions submitted to the Congress received the approval of
encouragement of the members present. The exchange of professors
received special encouragement, since periods of teaching in foreign
countries would secure for the teacher a closer intimacy with the
life and people of these countries, a benefit which he misses during
the hurried trips he may make during vacation time. Vacation
courses and summer schools are also recommended.  

The work of the Congress was pleasantly interrupted by vari-
ous social events: a reception at the Sorbonne, a visit to the Château
de Chantilly where the priceless collection of works of art, books
and manuscripts which the Duc d'Aumale bequeathed to the
Académie Française was much admired; on the evening of the
same day a special performance (Représentation de gala) of Mr.
Fauchois's latest drama, "Beethoven," was given in honor of the
delegates. As this play includes an important musical part the
orchestra of the well-known Concerts Colonne, with Mr. Ed. Colonne
International Congress of Teachers—continued

himself as conductor, interpreted some of Beethoven's symphonies—
During the last session of the Congress, representatives of the
different countries rose to thank the organizers of the Congress: the
Société des Professeurs de Langue-Vivantes de l'Enseignement Public.
They all spoke in French this time (English, Spanish, Italian and
German had been heard during the discussion on technical subjects,)
a mark of courtesy which was much appreciated. The delegates
met for the last time at a banquet at the Hotel Continental. Mr.
Julie Guittier, Director de l'Enseignement Secondaire de France,
presided. His parting address to the Members of the Congress was
enthusiastically applauded.

V. T. Puthod
Delegate of the Société des Professeurs Français en Amérique.

A complete report on the work of the Congress, including the
different papers submitted to the Congress will be published in two or
three months by the Société des Professeurs de Langue-Vivantes
de l'Enseignement Public. The President of the Society is Mr.
Rancés, Professeur au Lycee Condorcet, Paris.

International Conciliation

The interest aroused abroad by the Bryn Mawr Foreign
Fellowships has induced the Directors of Bryn Mawr College to
offer five resident scholarships to be held at Bryn Mawr College by
five German women, who were born and still live in Germany and
five resident scholarships for Scotch, Irish and English women under
like conditions.

These scholarships are of the value of $405 (1620 marks, 81
pounds sterling respectively) and cover the cost of board, residence
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The applicants must have attained a standard equivalent to that of
the Bachelor's degree as given by any American College or Uni-
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didate's academic work, diplomas, certificates and letters of recom-
menation from professors must be addressed to the President of
Bryn Mawr College.

The graduate school now counts among its students.
The whole college is looking forward with great pleasure to meeting
the German and British students next year.

Free Press

Since reading in the last number of the College News that
long and laborious article by a member of the Senior class, one short
sentence keeps ringing in my ears. 'To be permanently incapable of
perceiving her mistake is part of the cost.'

M. W. Daley.

II.

"Three solid hours spent in the Library!" So often we say
this with self-satisfaction, yet wonder vaguely why we haven't
progressed with our history topics. The library seems to us a place
in which we can breathe in intellectualism and bad air without try-
ing. We sit at the long table right where we can see the clock and
watch every passerby get safely seated. We sit near some good friend
where we can be sociable. Then we study. Only the few who reso-
lutely seek the lonely ledge behind the staircase, can pretend to work.
Could we not save our sociability for the board walks or centre
and let the three hours in the library be, for our friends and ourselves,
solid with concentration?

M. D.
Loan Exhibition of Paintings

A small but most interesting group of paintings is exhibited for this week and until Tuesday of next in the Farnsworth Museum.

The paintings are a selection from the works of famous technicians and colorists. To the connoisseur and the advanced student of art they will prove a great delight. The general public may perhaps seek and question before fully understanding and enjoying.

The paintings may be divided into three groups, the little still-life by the American artist, William M. Chase, a true colorist, perhaps the greatest living master of technique unless we except Sargent. He has drawn out the possibilities of color in this simple little group until one forgets details in sheer delight in luciousness of color. He shows himself here the great master of still-life painting that he is.

One should notice and compare the splendid details of technique and color to be seen in Miss Beaux's portrait of President Hazard hanging in the same gallery.

With the Chase should be clasped the study by Vollon, the Frenchman, whose painting of still-life made him famous and whose sense of color and mastery of technique place him also in the front rank of still-life painters together with Chardin, the great Frenchman of one hundred years ago; with some of the Dutchmen, as Frans Hals, whose details from Velasquez.

The next group is formed by the three great leaders of the so-called Romantic school of French painting, who, in the early part of the last century led the revolt against classicism: viz., Gericault, Delacroix and Decamps. None of these painters are often seen in this country. Delacroix is perhaps the best known and this little study of the Turkish woman gives a good idea of his particular combination of colors, his reds, golden whites, touches of blue, his depth and richness, the quality of paint and his handling of the brush.

The Decamps is a more obvious picture, the Turkish guard striking in his bright colored uniform, but here again the richness and depth of color and the skill of handling place it suitably in the group.

With these we must also place Diaz, a great colorist, one of that group of French artists who owed so much to the Romanticists, a follower of Decamps. He is here represented by a tiny picture of flowers in pinks and reds, purples and gold, which does not even suggest his range as a great figure painter and landscapeist, but does exhibit his method and quality and is characteristic of his treatment of flower painting.

The Gericault is a picture to be appreciated by connoisseurs alone. The mystery of the dim stable, the subtle color of the horse half lost in the gloom, the gleam of lantern light on the saddle on the ground, the technique giving form, action, color with so few brush strokes, all make this a masterly sketch.

Finally, we have for contrast the scene of Venetian sky and water. Hals, the great Italian landscape painter of the 18th century. France-o Guardi, quiet, refined, his silvery greys resolving themselves into a subtle harmony of many colors; simple, direct, rich quality, soft, vibrating contours.

Those pictures will repay many hours of close study.

Society Notes

At a regular business meeting of Society Zeta Alpha held in the Society House, Wednesday evening, May 5, 1909, the following girls were received into membership: Alice Jacobs, 1909, Marie Rahr and Ruth Stafford of 1911.

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**Art Notes**

- Copley Gallery — Mr. Crosby's Chalk Drawings.
- London Studios — Exhibition of Miniatures.
- Vose's Gallery — Early English Portraits.
- Franklin Union — Loan Exhibition.
- Boston Architectural Club — Competitive Drawings.
- Arts and Crafts — Exhibition of Jewelry.

**Theatre Notes**

- Majestic — E. H. Sothern in Repertoire.
- Tremont — May Robson in "The Rejuvenation of Aunt Mary."
- Colonial — A Stubborn Cinderella.
- Hollis — The Golden Butterfly.
- Boston — Chauncey Olcott in "Ragged Robin."

**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.

A College Club of forty members has been organized in Brockton, Massachusetts, by Mrs. Howard F. Johnson (Mary Helena Morse, 1907). Membership is open to all graduates of standard colleges and includes the following Wellesley alumnae: Mrs. William H. Emerson (Clara B. Count, 1892), President; Mrs. Howard F. Johnson (Mary Helena Morse, 1907), Vice President; Miss Alice Farrar, 1906, Treasurer; Mrs. Jesse H. Averill (Charlotte Keith, 1887), Mrs. Howard Allen (Ruth Chopman, 1903), Mrs. Leonard D. Chandler (Lucy Arnold, 1901), Miss Eleanor E. Farrar, 1906, Mrs. J. Howard Field (Lizzie Jones, 1891), Miss Ethel Hersey, 1907, Miss Florence Logan, 1903, Miss Jane S. Eaton, 1905, Miss Lizzie Laughton, 1908, Miss Bessie Burr Thomas, 1899.

Miss Grace C. Allie, 1894, is assisting Miss Mary Dewson, 1897, who is placing-out agent of the State Industrial School for Girls.

Miss Rosa N. Allen, 1894, is teaching German and French in the Deering (Me.) High School.

Dr. Mary K. Isham, 1894, is assistant physician in the Columbus State Hospital, Columbus, Ohio.

Miss Laura Mattson, 1894, is head of the science department in the Vittin School, New York City, and in June will open a summer camp for girls.

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**Spring Opening**

**Luxura Footwear For Women**

**BOOTS—OXFORDS—PUMPS**

Initial display of the latest and most approved 1909 models for Spring and Summer.

No previous season has brought out daintier nor more graceful styles than will be shown at this opening. Never has the variety of charming new models been so great; in fact, our extensive assortment includes the exact style of footwear to meet your every requirement.

This spring opening begins the third season of Our New "Luxura" shoes—shoes that have commanded attention because of their superb styles, and have won for themselves a leading place with New England people because they combine — A greater amount of STYLE and quality at popular prices than any other shoe now being offered.

**R. H. WHITE CO.**

Miss Grace Porter, 1894, is private secretary to the Naval Officer of Customs, Custom House, Boston.

Miss Ethel G. Sturtevant, 1905, has been spending a week at Wellesley.

The New York Wellesley Club is planning to give a little burlesque, "The Rogers Sisters at Wellesley," by Mrs. J. de Mor-iani, (Clara More, 1904) for the benefit of the Students' Building Fund. The performance will be given in the open air, on the lawns of Mrs. W. M. Somerville, at Depot Lane, One Hundred and Seventy-seventh Street, opposite the Arrowhead Inn. The date is May 22, at three o'clock in the afternoon and at eight in the evening; in case of rain the date will be May 29. Among those taking part will be Elsie Goddard, Gertrude Knight Shank, Abbie Condit, Emilie Calloway, Helen Daniels, Marie Warren, Elsie Maynard Wells and Elizabeth Waldo. The committee in charge is composed of Mrs. Herbert Shonk, chairman; Mrs. James Pfeifer- sen, Miss Emma Mae Almy, and Mrs. Louise Halley.

**Engagements**

Miss Susan W. Eaton, 1894, to Mr. George H. Hale of Boston.

Miss Theresa Levy, 1907, to Mr. Nathan Simon, of New York City.

Miss Augusta Brown, formerly of 1910, to Mr. John Ernest March, of Leicester, Mass.

**Marriages**

PATTERSON—DEWAR. May 3, 1909, in Vancouver, British Columbia, Miss Maude Dewar, 1904, to Mr. Graham Creighton Patterson.

WOODSUM—YOUNG. April 22, 1909, in Exeter, N. H., Miss Elsie Stevens Young, 1908, to Mr. Ralph Benjamin Woodsum.

**Births**

April 10, 1909, in Boston, N. Y., a son, Norman Kellogg Millard, to Mrs. C. N. Millard (Alice W. Kellogg, 1894).

**Deaths**

May 6, 1909, at Wellesley, Mass., Mrs. Frances L. Gilman, mother of Mrs. Mary Gilman Abers, 1888, and sister of Miss Louise A. Dennison, superintendent of Freeman Cottage.

**Change of Address**

Miss Zadie Williams, 1884-85, Apartment 87 Hotel Carlton, 54th Street, New York City.