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Katharine Bingham, 1912.

President of Student Government for 1911-12.

Student Government Elections.

The Student Government officers for the year 1911-12, elected on April 11 and 13, are as follows:

President: Katharine Bingham, 1912.

Vice-President: Helen Cross, 1912.

Secretary: Mary Humphrey, 1913.

Treasurer: Clara Bryant, 1913.

Joint Committee: Dorothy Summy, 1912, Josephine Bryant, 1913.

Mrs. Black's Reading of "The Master Builder."

The last of the recitals, given by the Department of Elocution, took place on Monday evening, April 10, in College Hall Chapel, when Mrs. E. Charlton Black read Ibsen's "The Master Builder." Mrs. Black rendered the play with fine dramatic force, and yet with telling reserve and simplicity. The great flexibility and range of her voice made the transition from character to character unusually easy and convincing. Yet perhaps the most interesting thing about Mrs. Black's rendition of the play was the highly imaginative and spiritualized interpretation, which, through her long study of the drama, she was able to give it.

Mr. Solness, as the symbol of genius; Hilda, typifying the creative power of Solness' youth; Mrs. Solness, who showed the tragedy of the soul who keeps another soul from climbing to its heights—these and the other characters of the play, Mrs. Black interpreted with vigor and clearness in her reading even more than in her explanation of the text.

Student Government Meeting.

At a meeting of the Student Government Association, on Friday, April 14, at 7:30 o'clock, Dorothy Applegate spoke of tentative plans for the new students' building. The plans are not in any way decided upon nor has an estimate of the probable cost been secured, but Miss Applegate described them minutely. The central part of the entire building is to be devoted to a large auditorium, with stage, cloak-room, and adequate seating capacity. Below this is to be the large ballroom, where all dances will be held, and where portable tables, etc., can change it into a banquet hall when occasion requires. Around these are to be the kitchens, offices, and the various language club offices.

Miss Sawyer then spoke of the new plans of using all the exits in College Hall fire drills, and asked for the co-operation of everyone to make them even more rapid and orderly than at present.

With a short plea for chapel attendance and quiet during the services, particularly those of the evening, the meeting adjourned.

Lecture by Professor MacDougall.

On the afternoon of Friday, April 14, in Room 221 of College Hall, Professor MacDougall lectured before the Philosophy Club on "The Appreciation of Music." The personal quality of the lecture gave it great interest in Professor MacDougall's own words, the lecture was an account of his "own experience in appreciating music."

Professor MacDougall first described his experience negatively. True appreciation of music, he said, does not come from mere sense-impressions of loudness, rhythm, contrasts in tone, nor does it come from the understanding alone. Although those factors may contribute to an appreciation of music, the active and significant part of the appreciation is the appreciation of the music itself by the individual, the sudden passing over of the music for the individual, from the objective into the subjective.

True appreciation is usually a thing of slow growth; the "catchy" pieces of music which attract one at first hearing lose their effect. But when the moment of appreciation comes it is as a sudden flash, a glow of warmth, which is the consciousness of the change of relationship between the individual and the music. This moment of appreciation may not come at the first, second, third, or even tenth, hearing of a certain piece of music, but the sub-conscious brooding, (if this term may be used), or gestation of the mind during this time at last correlates the four sources of the music's beauty, its rhythm, harmony, melody and color, and when this correlation is complete, the appreciation of the music has come.

FRESHMAN BARNESWALLS.

There are many delightful Alice's in college, but none quite so charming as the one the Freshmen gave their party for, last Saturday night at the Barn. "And the reason of that"—blessings on you, Duchess!—is, that this particular Alice can carry that subtle and vastly entertaining thing, her environment, around with her. Why, the minute you got inside the Barn door last Saturday night, you knew you were in Wonderland, for presto! before you could wink you had become a playing-card, and were gazing with laughing eyes at a fearful and wonderful caterpillar, or were trying to pinch the Dormouse awake, to make him finish his story. Then to have two Alces at once—"before and after eating"—a mad March Hare who was so extremely mad, a Duchess, who seemed so realistically, and all the rest of the rollicking, frolicking troop—we thank you for a very good time, and a whole hatful of laughs, 1914.
PHI BETA KAPPA ELECTIONS.

The following is a list of the members elected to Phi Beta Kappa at the annual meeting, April 13.

From the faculty, Miss Marcha Comant, Ph.D., of the class of 1890.

Mildred Brooks
Ruth S. Hatch
Evelyn Ingalls
Hazel Knowlton
Ruth Low
Madeleine Marshall
Ruth Milligan
Edith D. Allyn
Florence Webster
Martha Charles

1911
1912

LEGTURE BY DR. G. M. ALLEN.

Dr. G. M. Allen, of the Boston Society of Natural History, spoke at the one hundred and sixteenth meeting of the Science Club, held in the Geology Lecture Room, Tuesday, April 11th, at 7:30 P.M., on the "Natural History of British East Africa." Dr. Allen,

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whose trip was taken for the purpose of collecting specimens for the museum at Cambridge, traced the route taken by his party, dwelling on the unusual and interesting features of the journey, and illustrating these with original photographs. The general geographical features of the land were touched upon, and certain of the plants peculiar to the region. The habits of certain of the animal creatures, such as the elephant, the crocodile, the white ant, the antelope, which, like the camel, may be domesticated as a beast of burden, the maribou stork, whose tail feathers furnish us with our real marabou, and the vulture, were given in Dr. Allen’s address. Of special interest were the photographs showing the physical differences of the tribes, with their artificial distinctions, such as slitting the eyes or sawing the teeth into peculiar shapes. In speaking of tribal development, Dr. Allen mentioned the highly-regulated social distinctions, as shown by the plucking of the tents in camp; the Simulis, or "chosen people," the first in superiority, set up their tent as near as that of the "whites," as propriety would allow, and the other tribes arranged theirs at distances corresponding to their "rank."

Dr. Allen made his lecture particularly interesting to the members of the Science Club, and those students of advanced science courses, who were able to attend, because of the excellence and uniqueness of his photographs and his entertaining personal observations on the incidents of his journey.

ECONOMICS LECTURE.

Tuesday evening, April 11, the students of Economics 7 met in Room 221, College Hall, to listen to a discussion of two aspects of social economies: (1) "Training for Social Work;" (2) "Opportunities for Social Work."

The first subject, as presented by Miss Higgins, was an earnest plea for the realization that in social service "good intentions" no longer compensate for the lack of adequate training. She emphasized the importance of training schools for social workers, and described their methods of work. Valuable training is also given in the opportunity for work offered by the many civic organizations. Such training, she said, is not only essential for practical work, but is absolutely necessary as a background for all intelligent research work. After touching upon the natural characteristics which especially qualify a young woman for social work, she stressed, in closing, the ever-widening scope of social service and the importance of the individual worker.

Dr. Brackett then took up the subject of "Opportunities for Social Work." This, he said, is an age of great changes, and, therefore, an age which holds out to us a wonderful opportunity for social service. The spread of the true democratic ideal, the growing sense of brotherhood, the dominance of the scientific spirit, and the application of that spirit and method to the solving of the social worker—all these open the way to splendid service and splendid achievement. The openings for such work are many, both for the volunteer and for the paid worker, i.e., settlement houses, neighborhood work, civic associations, school visitors, trained nurses, probation officers, or the work of social and charity organizations. The field of social service, he said, offers us the opportunity to take part in the great beginnings of a new era.
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Summer Course in Constructive Social Work.

The New York School of Philanthropy announces a summer course, June 19 to July 28, in Constructive Social Work, with special reference to the relief of distress in families. The course is open only to those who have been paid workers in social work for one year, or volunteer workers for two years.

The regular courses of the school, beginning September 27, are, however, open to beginners.

The program of the summer session will be found posted on the Current Economics Interests bulletin, by the second-floor west-end elevator.

For further information, apply to New York School of Philanthropy, 105 East 22nd Street, New York.

NOTICE.

The Silver Bay Committee would gladly receive individual contributions, however small, for the Silver Bay Fund.—Marguerite Stauts (chairman), 10 Eiske.

LOST.

Presumably last June, a copy of Holroyd's "Michael Angelo," bound in red cloth, no name inside. Any information as to its present whereabouts would be most gratefully received by its owner, Isadore Douglas, 411 South Center Street, Phillipsburg, Pa.

AT THE THEATERS.

BOSTON: Chauncey Olcott in "Barry of Ballymore."

COLONIAL: Frank Daniels in "The Girl in the Train."

Hollis: Ethel Barrymore in "Alice Sit-by-the-Fire" and "The Twelve-pound Look."

TREMONT: Richard Carle in "Jumping Jupiter."

SHUBERT: LeWolf Hopper in "A Matinee Idol."

MAJESTIC: "The Prince of Pilsen."

PARK: "The Commuters."

BOSTON OPERA HOUSE: The Aborn English Grand Opera Company in "Thais."

COSTEL SQUARE: "The End of the Bridge."

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ART EXHIBITIONS.

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309 PENWAY STUDIOS: Miss Richardson's Portraits.
FOGG ART MUSEUM: Paintings by Debras.
DOLL AND RICHARDS': Mr. Macknight's Water-colors.
YISSE'S GALLERY: Exhibition of Old Portraits.
NEW GALLERY: Pictures by Boston Artists.
20 COPLEYS HALL: Mr. Davel's Paintings.
TWENTIETH CENTURY CLUB: Mr. Howard's Paintings.
73 NEWBURY STREET: Mr. Barr's Water-colors.

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LECTURE BY MRS. DAVIDSON.

On Wednesday, April 12, the classes in English Composition 6, had the pleasure of hearing a lecture by Mrs. Davidson, on "The Methods of Novelists." Mrs. Davidson is a critic of great ability and keen insight, well-known to Wellesley students through her text-book, "A Guide to the Study of Romances." Her editions of "Silas Marner," "Hard Times," and the historical drama of Shakespeare, are of peculiar value for intensive study.

Mrs. Davidson began her lecture by defining the place of criticism in creative work, and especially in the fiction of our own time, and then of ninety years ago, when the four great novelists of the Victorian age whom especially considered, Balzac, Thackeray, Dickens and George Eliot, were beginning either their lives or their careers.

Criticism is now so universal and scientific a "means for climbing," that it is difficult to realize that a century ago, there was no such aid for the creation of fiction. Yet this realization is of peculiar significance to us, if we would appreciate the true greatness and genius of the novelists of the Victorian age. Further, it is very desirable that we do appreciate the true significance of the Victorian age, for the literary world is now experiencing a remarkable return to Victorian methods.

This return, which began with the publication of Mr. De Morgan's novel, "Joseph Vance," met with much opposition and ill-will. Critics declared that we had had enough of the Victorian age, that we did not want any more of it—but the methods persisted, and novels of six hundred or more pages, distinctly Victorian in technique, kept appearing. The movement was inevitable, caused as it was by the excesses of the previous literary generation, who had lost individuality and personality in fiction, and the process of eliminating all antecedent material, biographical matter and all which goes to make literature out merely "chips" or entertaining, but a real vital representation of life. The lines pictured in novels have become so stereotyped, uniform, it is hard to find a modern novel in which the characters can get out of the book, as Coleridge says, for instance, can. Literary people have at last realized this tendency to lose personality in modern novels, and so the inextricable connection to the long, extremely detailed, Victorian type of novel has broken. So far this movement has shown itself chiefly by opposition to the return to the biographical or autobiographical aspect of men, in Mr. De Morgan's long novels, or Mr. Galsworthy's "Darwin's Tower," among others in his novel and a personal part of it, in making the tendency to return to the book part, more marked as in "Martin Chuzzle." But in order that this move-
The Gospel of Mark, important from a literary point of view, of great significance as the basis of Matthew and Luke, and as the only source of a connected account of the life of Christ, is, said Professor Ropes, the problem of the day among Bible scholars. The first phase of this important problem is an historical one. If Mark is of such peculiar value as a source for the other synoptic gospels, what then, scholars ask, are its own sources? Enveloped by Papias, writing in the first half of the second century, says "Mark's knowledge he had from memory of the preaching of Peter." This statement, though not conclusive, at least shows an early belief in an excellent apostolic source. Yet only internal evidence can be at all satisfactory, and such evidence, with no opportunity for external corroboration, is, in this case, unusually difficult and inconclusive. There are two old theories of Mark's sources based on this internal evidence, which are simple if not satisfactory. The first concludes that Mark had no written source, that it is not a mosaic of earlier writings, but that it was built up from memory and oral tradition. The other view holds that the gospel rests on an earlier book, a "primitive Mark." This view was formed expressly to explain the insignificant cases where Matthew and Luke, together, agree against Mark. Inasmuch as all these cases may be explained in other ways, the view is hardly justified.

Of greatest prominence among recent theories is that of Wilhelm. In his "Commentary on Mark," published eight years ago, he advances the theory that Mark has been rewritten. For proof, he points to the two answers of Jesus to the disciples' obscure question in the fourth chapter, and to accounts of the passion. But Wilhelm is chiefly interested in the language of Mark. Scholars have always held that, on account of its vividness, idiom, and so on, the original language of Mark must have been Greek, in which we find it to-day. Wilhelm denies this assumption, points out its numerous traces of Aramaic influence, and says that Aramaic is the gospel's original language. If that is so, Mark was written in Palestine, and we are carried one stage nearer to the actual, living tradition. The conclusion of this phase of the subject must be, for the present at least, that there is not enough internal evidence for the satisfactory analysis of Mark into its sources.

So much for the theories; we ought to be more occupied with the whole than with details. This consideration brings us to the second phase of our problem, the purpose of Mark. The book is written from a theological point of view. This is not merely of ontological importance, but of great significance in enabling us to get at what the writer intended to tell us.

The older theory that Mark is a vivid, artless historical document, giving a real reflection of the times, and a comprehensive picture of Christ's life, may be accepted, but it cannot be a stopping-place for investigation. Why was this particular choice arrangement and emphasis of material made? Bacon answers this question by supposing the whole book to be an explanation of the ritual doctrine and practice of the church. He believes the author to have been a disciple of Paul, and to have had a close connection with the early church. In spite of Bacon's complete and attractive detail, adduced for the support of this view, it is difficult to believe that the gospel of Mark was merely a justification of the early church. The problem, then, resolves itself into one concerning the relation between the gospel and the early ideas of the church; and, in order to consider this aspect, it is necessary to know the cardinal ideas of the primitive church.

They were: (1) A belief in the Messiahship of Jesus; (2) a belief in the resurrection, ascension and future coming of Christ; (3) a doctrine of salvation through Christ's death; (4) a confidence that Jesus came in fulfilment of prophecy; and (5) a rejection of all other forms of religion, even the Jewish one, for Christianity. These ideas grew up through faith in Jesus, not through an enlarging of His teaching.

In turning to Mark, and considering the most marked lines of development in the gospel, we see that the point of view is that of primitive Christianity.

The first distinct line of development is a narrative of the public career of Jesus as teacher, healer and proclaimer of the kingdom of God. No system of thought is given, but emphasis is laid on the manner, the authority of Christ's teaching. Here the fundamental purpose is to describe the course of the public career of Jesus with an especially full account of the tragic climax.

In the second place, the writer is interested in tracing the development of the opposition. He shows, with great care and emphasis, the causes and results of the opposition, which led to the Jews' rejection of the Messiah, His death, and the offering of His
SECOND LECTURE BY PROFESSOR ROPES.

Professor J. H. Ropes of Harvard spoke again to the students in Junior Bible, Wednesday evening, April 12, in College Hall Chapel. This time his subject was the "Messiahship of Jesus." He distinguished between the two views of Jesus' personality: (1) the religio-ethico, Jesus as a teacher of religion and ethics; (2) the apocalypse, Jesus as the true and complete revelation of God to man—the Messiah. It is quite obvious that the early Christians accepted the second view without question. Our acceptance of it today depends upon our answer to two questions: (1) Was Jesus the Messiah? (2) Did Jesus believe Himself to be the Messiah? The first is a question of fact; the second, a question of faith. He began, therefore, with the second, the historical inquiry, and proved, from a study of the authentic sources, that Jesus did believe in His Messiahship. As Jesus believed this through insight, so our answer to the question of fact must come, not by intellectual argument, but through the inner processes of a "willing mind." In the acceptance or rejection of the Messiahship of Jesus, he said, is involved the whole question of the finality of the Christian religion, of the principles of Christianity as the foundation on which all progress and all religious development shall proceed.

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White, Gladys A.
White, Viola C.

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Slagle, Helen
Smith, Ethel T.
Straine, Dorothy
Warner, Margaret B.

Welles, Mary

*Scholarship awarded on the basis of one and one-half years' work in college.

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Mihor, Marguerite
Pardee, Katharine
Ranney, B. Belle
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Stott, Ethel V.
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"In tracing the origin of book-plates the most plausible theory is that they grew from coats-of-arms that wealthy and well-born people caused to be stamped or illuminated on the various articles in their possession, to establish their right of ownership." (Blackwell, Book-plates, American Architect, Ju. 2d, 1909.)

There are shown, therefore, in the first case, illuminated manuscripts with the arms of the owner embazoned on the first page, early printed books similarly adorned, books where the printer has placed an empty shield and one which the economical owner has filled in with ink.

Besides the first page or the title page the noble owner might place his arms on the outer cover stamped in gold. Examples of this treatment are seen in the second case. Worthy of note is a book, once the property of James I of England, while he was still James VI of Scotland, the arms, a lion rampant holding a fleur-de-lis between the letters J. R. Then come various examples of the ordinary armorial book-plate, English and continental.

In the north case are a number of English armorial book-plates, including royal, ecclesiastical and noble, kindly lent by Miss Brooks. M. H. Jackson.}

ELECTIONS BY 1912.

The Class of 1912 in a meeting on Friday, April 14, made the following elections:

- Senior Member of Student Government Advisory Board for 1911-12: Abby Brooks, 1912.
- Assistant Business Manager of the College News and Magazine: Dorothy Bodgett, 1912.
LECTURE ON UNITY IN PAINTING.

On Wednesday afternoon, April twelfth, in College Hall Chapel, Miss Abbott, of the Art Department, delivered a lecture on "Unity in Painting," to the Freshman class. The lecture was illustrated with lantern slides of paintings of the old masters.

Whistler said that nature contained elements of color in all forms. But a painter cannot take nature as it is; he must select and arrange nature, and this sixteen members were present. The lecture was given by the Miss Elizabeth Davis, of the German and Art Departments, 1876-1896, visited the college lately, after ten years' absence. More than fifty of her old friends greeted her at the observatory, at the invitation of Miss Whiting. Miss Davis was now Professor of the History of Art at Rochester University, Rochester, New York. Miss Elizabeth Bass, 1903, Miss Ethel C. Z. Sullivan, 1905, and Miss Martha Hughes, 1906, have visited Wellesley recently. Miss Louise Munnin Hodgkins, of the English Language and Literature Department, 1877-1891, is on her way home after spending the winter in Florida.

Miss Helen F. Cooke, 1896, is teaching English in the Classical High School, Worcester, Massachusetts.

Miss Anna I. Vinton, 1905-1907, is teacher of Domestic Science at Hampton Institute, Hampton, Virginia.

Miss Jessie E. Legg, 1906, is teaching English in the Emma Willard School, at Troy, New York.

Miss Ruth McGlasham, 1908, is teaching in the High School, Williamsport, Massachusetts.

Miss Mabel Dodd, 1909, is teaching in the Nelson-Dewey High School at Superior, Wisconsin.

Miss Maude B. Prantz, 1909, is teaching History and Arithmetic in the Vail-Denon School, Elizabeth, New Jersey.

Miss Martha M. Johonnot, 1910, is teaching the seventh grade in the Warren-street School, Ipswich, Massachusetts.

Miss Alice P. Morton, 1910, is assisting Miss Lucile Eaton Hill in her dancing work in Boston.

Miss Minnie McNelly, Department of Hygiene and Physical Education, 1910, is teaching in the Central High School, Baltimore, Maryland.

Miss Mary Susana Rogers, Department of Hygiene and Physical Education, 1910, is teaching in the Baldwin School, Bryn Mawr, Pennsylvania.

Miss Garettia Seger, Department of Hygiene and Physical Education, 1910, is teaching in the public schools, Detroit, Michigan.

WELLESLEY CLUBS.

The New Haven Wellesley Club had a luncheon at the Cafe Melone, April 1, about twenty-five members being present. Mrs. Brownell Gage, (Helen R. Howe, 1895-1896), from Chang Chau, China, was the guest of honor, and told much of interest about life in China.

The second meeting of the Madison Wellesley Club was held, March 9, at the home of Mrs. Louis R. Head, (Esther Reed, 1886-1889).

ENGAGEMENTS.

Miss Jessie B. Goff, 1904, to Mr. Louis H. Talcott, Yale, 1902, of Rockville, Connecticut.

Miss Helena Butterbach, 1909, to Mr. James P. McCarron of New York City.

BIRTH.

January 8, 1911, in Buenos Aires, Argentina, a daughter, Catherine Jane, to Mrs. Frank A. Storger, (Mabel S. Cole, 1908).

DEATHS.

February 15, 1911, in Eau Claire, Wisconsin, Mrs. J. J. Ingram, mother of Margaret M. Ingram, 1909.

April 10, 1911, Mrs. Annie Goodnow Willcox, mother of Miss Mary Alice Willcox, Professor of Zoology.

April 12, 1911, at La Grange, Illinois, Mrs. Martha Seymour Conant, mother of Miss Katharine Conant, Professor of Economics.

April 14, 1911, at Northfield, Massachusetts, Miss Sarah Evelyn Hall, 1879.

CHANGE OF ADDRESS.

Mrs. Winthrop N. Southworth, (Inez Mabel Southworth, 1902), 314 Safford Street, Wellesley, Massachusetts.