5-9-1912

The Wellesley News (05-09-1912)

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THE USE OF A DICTIONARY.

The feeling is common that dictionaries are things really needful only to schoolmasters and others such as are intent not on putting words to use, but on getting their opinions about words "drest in a little brief authority." The layman, it is felt, wants a dictionary only when he happens to fall into dispute over a pronunciation or spelling; whereas a writer or speaker gets his command of words, not by running them down in an official treatise, but by meeting them in his every-day reading.

This notion is sound so far as that one's vocabulary does, in fact, grow by the repeated impact of new words on one's attention. A word newly met proceeds to define itself simply by recurring in different connections. The context in which we meet it gives each time enough of a cue to its meaning for us to "guess and let it go at that," trusting to later contexts to sharpen what is right and blur what is wrong in our impression, until, by a sort of composite photography, this amounts to a fairly clear definition. This natural process, however, is attended by serious drawbacks. In the first place, it is slow. We may shift along for years without attaining distinct senses for important words like intrinsic, cozening, scoria, woof. Meanwhile, words that we are not sure of we shrink from using, and our talk remains impoverished; or we make bold to use them without aptness, and thereby lay our talk under the unflattering need of being continually discounted.

One might here object that the alternative of learning words outright from the dictionary has drawbacks too. A word does not show all its expressive value or limitation as it lies detached in an alphabetical list; and we now and then meet a writer who, by cramming up on words, has made himself color blind to their associations. Thus Browning, who is said to have read through Johnson's Dictionary, is perpetually offering his reader discarded words (thorpe, kecks, xenochon, etc.), like the innocent with a dead kitten—"'here's a perfectly good cat that somebody threw in the ashbarrel!'" To cram up a vocabulary, however, is to abuse the advantage that a dictionary offers. The drawback really chargeable to the latter is that its use makes interruptions in one's reading; and even this disadvantage can be mitigated by a habit of reading with the right sort of dictionary at hand.

What is the right sort of dictionary for every-day work? It should, of course, contain all the words one is likely to use or meet, all modern literary, technical and colloquial English, and the more important dialect words and archaisms. And it should contain nothing else. For the older English texts special glossaries are more serviceable, and a vocabulary is merely swelled to bulk and expense by Middle English terms long obsolete, by nonce-words, variant spellings, localisms, such aspaddington frisk, and the Latin names of plant and animal species. Why oblige a man to search out his means of mental exchange among the labels for sixty odd kinds of parrot and some three thousand grasses? The dictionary should give explicit definitions of words, not mere synonyms, and should illustrate them by well-chosen quotations. This requisite practically debars all abridgments and "desk" word books from serving any serious purpose. Of special importance to students is a full treatment of synonyms (foolish, fatuous, empty, silly, absurd, imbecile, preposterous), of idioms (think of, think over; part from, part with), of formatives (-able, -ation, -hood, -ness, contra-, non-, pre-), and of particles (any, few, beside, as). Particles, to be sure, seem at first sight to be the affair of grammar, and to be indefinable for dictionary purposes. I once asked a logician to define any, with the following result: "A derivative of one, with its force either indiscriminately designative or indiscriminately distributive!" This seems worse than the famous definition of a net as "a reticulated fabric with dis- tended interstices," but the differences between any, some, certain grow precise and resourceful only when one has passed their nuances in explicit review.

Such being the features desired in a working dictionary, one may ask what our present word-books actually offer. The great OXFORD ENGLISH DICTIONARY, containing all words from about 1200 B.C., is really several lexicons—of Middle English, of dialect, and of the standard modern vocabulary—wrought into a single thesaurus. It gives unsurpassed biographies of the stock words of the language, tracing their sense-developments, and supplying full citations to each meaning. For the intensive study of a word it is invaluable. The CENTURY DICTIONARY is an abridged encyclopedia as well; that is, it explains not only words but things. Dictionary and encyclopedia, in fact, are bound to overlap in the case of words like steam-engine, lithography, and the CENTURY Dic-
TIONARY, by its generous use of pictures and diagrams, surpasses the Oxford work in treating these, and indeed most, technical terms of art and science (ARCH, FRET, MANSARD, DYNAMO). It explains also mythological names and foreign expressions (ATHENA, DOLCE FAR NIENTE) which fall within the province of a reader’s hand-book. WEBSTER’S NEW INTERNATIONAL DICTIONARY unites the scope of the two preceding works so far as is attainable within the compass of one volume. In this it succeeds to a remarkable degree, by dint of (1) grouping related terms (as the names of various sorts of arch, and musical cadence) into single systematic articles: (2) “running on” self-evident derivatives (DESERVED-LY, DESERVED-NESS), without any superfluous defining; (3) separating out obsolete variants, nonce-words, etc., into a list in small type at the foot of each page. It is at present the best one-volume dictionary. For the literary worker, however, its value is impaired by its unwieldiness, its fine print, its meagerness in illustrative quotations,—which are sacrificed in a mistaken rivalry for the largest number of entries.

The use of a dictionary sharpens one’s perception of the nature of word-meaning. Most words stand not for neat logical concepts but for complexes of sense. Just as a musical tone is composite, showing a fundamental tone colored by upper partials, so a word may show within a common meaning some special aspect or item of sense (as between SLAVISH, MENIAL, SERVILE), or connote a feeling of the speaker towards it (FLUNKY), or presuppose a particular grammatical use (ENSLAVE). One who lacks sensiveness to these by-senses and associations of words must fall back on hackneyed general terms, which, bearing a wide and loose application, leave the reader to guess just what IMPLICATION is intended. For to think up a desired specific word requires that one have premonitions of what will fill the given expressive gap. The interesting passage on this point in James’ PSYCHOLOGY (Briefer Course, pp. 163-4) suggests the service here of the dictionary, which, by showing synonyms in groups, heightens their particularities, and makes our lack of the right word a gap not ineradicable, but active and selective. We need not subscribe to all that Ruskin claims for the efficacy of “looking intensly at words” and reading “syllable by syllable,” but we shall find that word-study makes the difference between responsible reading and irresponsible. A music critic recently complained that most people at symphony concerts merely “bask in the sound, as a dog basks in the sun.” It is possible likewise merely to bask in good literature, letting it play upon one’s feelings without arousing any intellectual conscience. Reading so done may bring refinement of a passive and barren sort; it has no part in that alert and scrupulous concern with the literary medium which makes reading for power.

ALFRED DWIGHT SHEFFIELD.

THE MAY DAY CELEBRATIONS.

In the absence of the Backwoodsman, the best the Senior Class could do was to scrub the spot where he had stood so long, and with that solemn rite May Day dawned. There were speeches from the Senior and Sophomore Classes in his memory, and several beautiful floral pieces lightened the gloom of the south porch. Sometime after the ablations, the Freshman Class appeared, bearing a beautiful May basket for the Senior president. They greeted the assembled college with several of the lovely old May Day songs which have, unfortunately, been neglected for so long.

A little later, the Seniors rolled their hoops to chapel, amid much dust and excitement. After chapel, as usual, the Sophomore Class formed the numerals 1912 on College Hall Hill. In the afternoon the Green was crowded with a motley throng of children, clowns and strolling players. The last amused the merry-makers by a mystery play, entitled “Some Are In.”

The crowds, as a whole, amused themselves wind ing the May-pole, dancing to the music of the hurdy-gurdy, and consuming prodigious numbers of ice-cream cones.

ELOCUTION RECITAL.

On last Monday night the students of the Elocution Department gave to the college the finished result of their work. They are to be congratulated upon their success.

Hazel Cooper began the programme with a short selection, “March,” a rhythmical description. Henriette Bachman showed excellent dramatic possibilities in her presentation of a selection from Arnold’s “Light of Asia.” She revealed her sympathy for the part in the intonations of her full voice and in her facial expression. Carolyn Percy gave a selection from Ian Maclaren’s “Barbarians.” In a deep Scotch brogue she presented the character of the old schoolmaster with great appreciation, portraying well his Scotch sternness and his joy in the bravery of the boys. Cecilia Hollingsworth told De Maupassant’s short story, “The Necklace.” Her full, rich voice expressed the keenest sympathy for the tragedy. Ruth Pepperday lightened the gloom of the necklace story with “Pearl Pies.” Her expression of misunderstanding and childish

(Continued on page 4)
However, as we fold up our frocks and ribbons to await another May Day, isn’t there a tinge of melancholy? May Day is the beginning of the end. How have Seniors the heart to roll their tires, and how have we the courage to watch them, when we know that in ever so few weeks, they are going to leave us, and that in one, two, or three years, shall all be Seniors, too, rolling our hoops in chapel? Who can tell where our feelings would lead us if it weren’t impossible to be melancholy for long in the presence of May Day? We end with a half-tearful, rainbow-y happiness; for, be everything else as it may, we have piled up another necessary utterly gay and beautiful.

CALL OUTS.

It is said that the English girls at Girton, dandified, and pink-checked, play tennis for whole afternoons together, their white serge glittering against the green of delicate English lawns. Our costume is less picturesque than theirs, and pink cheeks are far less an universal inheritance here than in England. Yet on sunny afternoons nothing could present a more engaging appearance than our own athletic field. The green is alive with call-outs from the tennis novices pursuing ever-refractory balls, and serving invisibly high into the air, to the archers who pierce Mother Earth as surely as the bull’s-eye, and the expert players of hockey and basket-ball. It is the fashion to complain of call-outs. But once out in the open we forget all that, and when our little hour is nearly over, look eagerly at the next corners bracing them selves against the poles in waiting apathy.

Out-of-door games are the happiest and healthiest part of our Wellesley life, and should hold an attraction most of all for those girls who have no hope of winning their numerals. This year’s widespread “going out” for sports shows an increasing appreciation that is very hopeful for this side of college life.
insistence called for a hearty laugh from the audience.

The scenes from "Hamlet" were well presented, and in no way amateurish. Ida Roberts interpreted the moody character of Hamlet with great passion and sympathy. Helen Stinson, as Hamlet, in Act III, put a great deal of strength in the part, and Marjorie Sherman, as Hamlet, in Act V, felt keenly the despair of the situation and the approaching catastrophe. Dorothy Bullard's Ophelia, though somewhat colorless, yet had a great deal of pathos in her revelation of the dependence and weakness of the mad. Ruth Hobbes interpreted Laertes with youthful fire and passion. Frances Gray and Susie McCroddan, as the two grave-diggers, successfully supplied the humorous element.

DR. DUBOIS' LECTURE ON "THE WORLD PROBLEM OF THE COLOR LINE."

Dr. W. E. Dubois delivered a most interesting lecture in College Hall Chapel on the evening of April 22, 1912. He said that London was particularly a good setting for the world's congress of races, last July, because in the same month all the great powers of the world had sent their representatives to the coronation of King George.

Time was too short for a careful explanation of the intricate problems of the races, so little was accomplished beyond exchange of congratulations and good feeling. Certain races represented certain problems. For instance, Persia represents the problem of imperialism. How far is it good for the world for certain people to have the right to develop independently? The new position taken by some of the Indian women present offered an example of the problem of the enfranchisement of women. China represented the problem of the education of races and Egypt again that of imperialism.

How can the races be made to get along better? Race prejudice is the greatest call for war. If we wish to increase the culture of the world, we must get rid of the ignorance of certain races.

The work of America is encumbered by the race problem. Our internal labor problems include foreigners,—the workers at the head of the Amazon who supply rubber for automobile tires and the negroes on the sugar plantations in the Indies. In our problem of the enfranchisement of women, we always meet with opposition because of the negro women of the South.

So we see that every problem goes out of its proper confines in the third dimension of the race problem.

The pressure of so many different races in America makes it harder for us to work out our democratic. But perhaps democracy means taking these people in. The fact that they are of a lower class now, is no argument for their inability to accomplish a great deal, for Shakespeare, Lincoln and other great men rose out of a very poor class. Again, anthropologists say that the physical difference between races is not so great that more is to be expected of one race than another.

America has the great chance of showing the world that nations can live together.

REQUIREMENTS FOR TEACHING IN PRIVATE SCHOOLS.

A series of four lectures to those of us who are looking toward teaching as an opportunity for work and service after college has been planned by the Department of Education. The first of the series was given in College Hall Chapel, Friday afternoon, April twenty-sixth, by one closely in touch with Wellesley, Miss Conant, Head Mistress of the Walnut Hill School. She spoke with interest and enthusiasm on the subject concerning which she is best qualified to give her opinions: "Requirements for Teaching in Private Schools."

After discussing the advantages, the development and the new standards of scholarship in the private schools, Miss Conant divided her discussion into two heads: (1) the opportunities offered to the teacher in the private school; (2) the qualifications necessary for success. The boarding school offers the opportunity of oversight over physical life, and careful direction of amusements. The close individual relationship with one's pupils, moreover, makes possible a friendly guidance in the forming of personal ideals of thought and scholarship, and helpfulness in awakening the social consciousness through the community life of the school and through a broader vision of social movements in the outside world. There is a chance, too, to help the backward child, to come into close touch with parents in working out problems in child life; and, finally, the tremendous opportunity through personal influence to awaken true ideals of the religious and moral life and the Christian motive of service.

As to qualifications, the young teacher must have good health, good manners, good taste in dress, and plenty of tact, sympathy and patience. She must have a just and true sense of balance, boundless enthusiasm, resourcefulness in emergency, and a faith in human nature that can stand disappointment, and persist in work whose results she seldom sees. She should have a well-trained voice, a good supply of conversation, keen interest in her pupils, and breadth of outside interests as well. Above all, she must not be sentimental. One subject she should know well and have the
background of comprehensive knowledge of several others. In all things she must be loyal, striving always to work in harmony with the ideals of the school. The first thing for her to do is to study to find what the school is trying to do; secondly, to work with a spirit that is ready to receive all criticisms and suggestions; and finally to throw her whole self into efficient service.

CHRISTIAN ASSOCIATION LIBRARY.

The Christian Association Library, in the third alcove on the right in the old library of College Hall, has been rearranged in alphabetical order according to authors. In order that we may keep it this way, we ask everyone to be careful about the following points:

1. Register the name of the book, your own name and the date in the book provided for the purpose on the librarian's desk.
2. Be sure to return the book at the end of two weeks, or to renew it.
3. Do not return the book to the shelves,—leave it on the librarian's desk.
4. If you want a book which has been placed on reserve for a Bible class, you will find it in the Christian Association room, and will please consult the General Secretary before taking any book.

A card catalogue has been made of all the books, arranged according to author and title. This may be consulted at the desk in the old library or, when the Christian Association room is finished, in there, where a duplicate index will be placed. An index of pamphlets will be found at the end of the book index.

We invite all members of the college to make use of the Christian Association Library.

CONSUMERS' LEAGUE PICNIC TO FACTORY GIRLS.

On Saturday afternoon, May 11th, a picnic is to be given on our campus to between two and four hundred factory girls, by the Wellesley Consumers' League. The co-operation of every member of the League, as well as many who are not members, is needed to make the picnic a happy and successful one.

Will every girl who has a boat or who belongs to the boat club and is willing to spend two hours that afternoon on the lake, helping to entertain our guests, or anyone who would be willing to loan a boat for that purpose, please send word at once to Sue Newell, 42 Wilder?

IMPORTANT NOTICE.

Bills have now been sent a second time to all the alumnae subscribers who did not respond the first time. All the subscriptions should be in by June first, since the business editors hold their offices for one year only and payments delayed until the summer necessitate a great deal of extra work. Will you not help us by a prompt settlement of your bill? Checks should be made payable to the Wellesley College News, and envelopes should be addressed to Dorothy Blodgett, College Hall.

SUBSCRIPTION EDITOR.

EXHIBITION OF PAINTINGS BY MR. WOODBURY.

A notable collection of paintings by Mr. Charles H. Woodbury is exhibited in the Farnsworth Art Museum, and will be on view through May 15th. It is several years since the college has been able to secure an exhibition from Mr. Woodbury, and his numerous friends and admirers will be glad of the opportunity to see his work here again.

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COLLEGE CALENDAR.

Friday, May 10, College Hall Chapel. 4.30 P.M., lecture by Mrs. Lucinda W. Prince, Director of the School of Salesmanship of the Woman's Educational and Industrial Union, Boylston street, Boston, on "Instruction in Salesmanship.

Sunday, May 12, Houghton Memorial Chapel, 11.00 A.M., preacher, Rev. Rockwell Harmon Potter. 7.00 P.M., special music.

COLLEGE NOTES.

Miss S. T. Woodward, B. A., 1905, M. A., 1911, Wellesley College, for three years Assistant in Psychology, has been appointed Instructor in Psychology and Philosophy at Packer Collegiate Institute, Brooklyn, N. Y.

To Miss Muriel Bacheler, Wellesley, 1911, has been awarded an Ives Fellowship in Philosophy at Yale University for 1912-1913.

To Miss Nann C. Barr, B. A., The Western, Oxford, Ohio, 1911, graduate student in English literature and philosophy, has been awarded a Sage Graduate Scholarship in Philosophy, at Cornell University, for 1912-1913.

CAMPUS NOTES.

By way of explanation, it may be said that the News is fully aware that items which appear under the above title, "Campus Notes," are nothing more than matters of daily observation and table gossip—to undergraduates. But it is for the enlightenment of alumnae whose most active connection with Wellesley comes through the News, that this column has been established and will be maintained. Inasmuch as a large proportion of our subscribers are alumnae, undergraduates will not begrudge space devoted to material not primarily of interest to them, and it is hoped that they will aid by contributing whenever possible.

The re-decorating and furnishing of the Christian Association Office is now practically completed. The room is furnished in Delft blue, with an Indian rug of a dark Swastika design on a buff background,—a rug imported and sold at the craftsman shops. The under curtains at the window are of white, hand-hemstitched scrim, and the over curtains of Delft blue rajah silk. The furniture is craftsman in design, which looks very well with the gray and white panelling of the walls. The room is extremely attractive, rivalling Senior Parlor in its "coziness."

Those who have felt the practical inconvenience, to couples, of the five-board board walks, will be glad to hear that the walk leading past the Houghton Memorial Chapel and the foot of the Art Building Hill, is to be removed and in its place a cement walk made, several feet toward the hill. This is now being leveled off, and the roadway is being broadened.

Shakespeare House is undergoing changes in repairing. The partition between the music room and the "den" is being torn down to make one large room out of the former two small ones. A new fireplace along the side toward the Green will be added in the course of the repairing.

On Saturday, April 27, President Woolley of Mt. Holyoke College, and President Thomas of Bryn Mawr College, spoke in chapel on the work and aims of the Naples Table Association for Promoting Laboratory Research for Women.
PARLIAMENT OF FOOLS.

BUDS.

In the Plant Kingdom, buds are the beginnings of things, such as flowers and leaves. They blossom with various degrees of satisfaction, and during the process are objects of conjecture. At Wellesley these buds are tagged.

In human society we also have buds. Following after our botanical friends, we divide them into classes, and tag them according to probability of development. Those of the athletic class are usually tagged with numerals. When they bloom, they get W's. Social buds are more often tagged after. They do not always mature, yet sometimes the smaller-sized ones will blossom beautifully. You wake up some sunny Thursday morning, and hear them being cheered in Centre. The class known as budding geniuses is still more uncertain. But even if they remain forever buds, they always bear their label. Once a budding genius, always a budding genius.

Yet there is something discouraging about an old bud. That is why the little green ones are apt to attract more attention.

GOOP GAMES.

"'Tis the merrie month of May
See the little goops at play!
How they gaily frisk about.
From their lessons just let out.
Athlete brothers, play baseball,
Goop is not behind at all.
Wouldst not be a goop so gay
With the other goops to play?

FREE PRESS.

I.

The New Academic Schedule.

It has been said that college girls are conservative. Whether or not this be a just accusation, it is evident that college girls have a very English aversion for innovation. The least hint of a change in our daily habits rouses a storm of discontented grumbling, with vague murmurs of a "petition." One might almost think that the college administration devised all changes for our especial inconvenience, whereas logic would suggest that they put themselves to the inconvenience of readjusting precedents and schedules, for the furtherance of the college's purposes and the benefit of its students.

The general aim of having classes on Monday has been stated: to distribute work over the week in such a way as to avoid overcrowded days and perhaps to give us Wellesley students a hint of the "scholarly leisure" of the Oxford of Newman. We do not know the details of the plan—when themes will be due, how much studying will fall to Sundays, or if each girl will still have one day free from classes. But we do know that most other colleges have academic appointments six days out of the seven, and above all, we know that our college administration has sound ideals for betterment behind their every plan. Moreover, a trial and the sense of "habit" always brings us eventually to see that betterment. So let us be grateful for those changes which mean growth, and stop finding fault with something still untried!


II.

STEP-SINGING.

As It Is:

While we sing, if there are a good many of us, Sophomores and Seniors, and Freshmen and Juniors are inextricably mixed up together at the front of the chapel. Sometimes, in the middle of "Alma Mater" a rattling, howling machine tears past, covering us with dust. Groups of visitors gather on the board walk, and meditatively look us over, while we sing. A most unpicturesque and annoying
electric light bulb glares down upon us. When the Seniors give up the steps, they have to turn a most awkward angle down the road.

As It Might Be:

We are gathered on the steps facing up toward College Hall. Before us, the long green campus separates us from automobiles, and visitors are on the edges of the lawns where our music sounds better. There is room for every one; the Seniors occupy their steps, and the mounting in front and on either side; the Juniors have two steps more; the Sophomores and Freshmen are on either side of the walk at the foot of the steps, and are not mixed up with the other classes. When the Seniors give up the steps, the line goes in straight, dignified file up the campus vista beyond the library. The sunset colors, the glimpses of Waban, and the rhododendrons are some of the loveliest aspects of our campus, at the loveliest time of day.

Why Not?

The only answer is Tradition—Sentiment! But why not beautify our tradition, and hand down to others one more worthy of the College Beautiful? Let us exchange dust and intrusion for privacy; a view of a road, a plank walk and a meadow, for a vista of green and rhododendron blossoms, with glimpses of a lake, an electric light bulb for the sunset over Waban. Posterity will call us blessed. G. M. B., 1912.

III.

THE ALUMNAE PUBLICATION QUESTION.

There is a question in my mind as to the probability of the statement made by Miss Parsons in a recent issue of the News that the appearance of the proposed alumnae publication "can only result in two small graves." Whatever grave may be in the digging, it is not that of the News. With its fourteen hundred subscribers in the college community, its popularity among recent graduates who want their college gossip "fresh" and not five weeks or three months old, its command of local and Boston advertising, to say nothing of its conscientious Board of Editors directly upon the scene, surely with this backing, the outlook for the News in the coming years is a steadily brightening one, whatever bugaboo in the shape of alumnae monthly or quarterly appears to threaten its prosperity.

On the other hand, this potential publication proposed at the meeting of the Graduate Council can count only upon a possible circulation of one thousand (1,000), the approximate number of alumnae now subscribing to the News; and there is the possibility to reckon with, that the class just graduating, always the strongest body of subscribers, will prefer the latter paper as containing more familiar, and hence more interesting, material. This circulation will be too scattered to obtain much local advertising, too small to obtain good general advertising. The publication would not have the support that the older and larger body of Princeton alumnae can give to their official organ.

Nevertheless, despite this rather gloomy outlook, I do believe that the alumnae body should be represented in some paper entirely their own. Not because their material cannot be adequately and properly set forth in the News; the matter of precedence, the matter of good proof-reading, of sufficient space can be easily adjusted by the editors and the printer. (And may I diverge here a moment to say how glad I am that alumnae matter must be held over for lack of space? Only a year ago it was spaced wide and held over lest there be no "alumnae page" in the next number.)

The very good reasons

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NOTICE.

Some very interesting examples of Mr. Henry Havelock Pierce's portraits are on exhibition at the COLLEGE BOOKSTORE. Do not fail to see them.

for an alumni organ are the new activities of the Graduate Council; and it should be founded especially now when the ferment of new educational problems is agitating among all circles of educated women, arousing in them a new sense of responsibility for the welfare of their own Alma Mater. The question is, need this organ be an expensive $1.50 to $2.00 publication? Could it not start out more modestly, perhaps in bulletin form; at a price of not more than $1.00, preferably less, and be content to attain its growth gradually and naturally? Even at this price its success would be doubtful for some years, and certainly the editors could not expect to draw salaries from the profits thereon. The proposition as it stands would mean a constant drain on the meagre resources of the Alumnae Association, which are needed more urgently in other directions.

Perhaps I am one of those of little faith, but may I suggest that before the launching of our magazine, that a subscription list of at least two thousand, and sufficient advertising to pay running expenses, be secured? I. K., 1911.

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Basket Luncheons Catering
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DEBATING CLUB.

A regular meeting of the Debating Club was held April 22, at 7.30, in the A. K. X. House. The debate on the Chinese internal policy was postponed until the next meeting. The subject of the informal debate was: Resolved, that the laws of the United States should be modified to require that the capacity of the life-boats of a vessel in the merchant marine shall be equal to the number of people on board the vessel.

The captain of the affirmative was Helen Nixon, and of the negative, Elizabeth Case. The judges decided in favor of the affirmative.

OPEN MEETING OF SUFFRAGE LEAGUE.

Mr. Kenton of Harvard Law School, Mr. Olmstead of Harvard Suffrage League will speak on "Some Objections to Woman's Suffrage—Its Legal and Industrial Aspects." Monday, May 13, at 7.30 in College Hall Chapel. All interested are cordially invited to attend.

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ANNE EUGENIA MORGAN
MEMORIAL.

In the northeast corner of the old College Hall Library, above Alcove Number One, the serene face of Professor Anne Eugenia Morgan looks out upon the surroundings once so familiar, and indicates the whereabouts of the Memorial Collection of books established by the alumna in her name. It has been the earnest desire of the committee to make this little library, qualitatively at least, a worthy tribute to the great woman they are to remind us of. The sum of $500 will not buy a very large number of books, and it has consequently taken a long time and careful thinking to make the selections. Our purpose has been to collect a set of books which will, in a certain measure, express Miss Morgan’s own point of view, and carry her individual message. This has not been easy. Her methods were as different as possible from those now in vogue and were not at all along the conventional lines of her own generation. She was peculiarly original and independent in all her work, whether in Ethics, æsthetics or Bible teaching, making comparatively little account of “authorities.” Her constant aim was to correlate all things into an organic unity, to awaken the imagination to the universal beauty, to kindle enthusiasm for the glorious kingdom of God. She drew her illustrations from every imaginable source in art and nature. In music, pictures, poetry and novels, even in games, as in the Belle-Cycle of her own invention, she found material to teach the fundamental principles of right conduct and true religion. The collection therefore contains not only technical treatises on the subjects she taught, but works of general literature such as she delighted to use for illustrative purposes. And not to make the library an “old-fashioned” one, we have put side by side with Miss Morgan’s old favorites, later books which we believe she would approve. Miss Calkins has selected the Philosophy books, beginning naturally with Plato and Hegel, from whom Miss Morgan drew much inspiration. Miss Ken-

drick has selected the Bible books, trying to bring together material in each of the main lines of Biblical learning, on the Old and New Testament, historical and critical, as well as books on Christian evidences. From general literature we have drawn Miss Morgan’s favorite novels by Dickens, Eliot, Meredith, George MacDonald and Hawthorne. Much of the poetry she loved is to be found in the adjoining alcove in the Sophie Jewett memorial collection and we have thought best not to duplicate these books. Tennyson’s “Idyls” has a conspicuous place, however, as it was a rich mine of ethical instruction in Miss Morgan’s class-room work. The accompanying outlines, printed as a postscript, (culled from the note-book of a member of the Class of ’98) show how the “Idyls” and the “Marble Faun” were used in class work. In Miss Morgan’s little brochure of the “White Lady,” a precious possession of the collection, other outlines of this nature are given with some amplification. The alumna who used to frequent Miss Morgan’s room have happy memories of her reading aloud from certain fairy tales which find a place here, and we cannot but believe she would rejoice to add to her old list of favorites, Maeterlinck’s “Blue Bird” and Mrs. Marks’ “Piper.” We have also thought it pleasant to represent Miss Morgan’s love of art by a few books in this line, not dry histories of art, nor detailed biographies of artists, but works unfolding the deeper significance of art, and stimulating a sympathetic love of great painting and sculpture. The chief treasures of the collection are of Miss Morgan’s own contribution. The volume of Scripture studies which she had printed for her classes is in many ways her noblest monument. A Morgan scrap-book is in process of making, to contain all her published articles, as well as some interesting portraits. The final touch of individuality is given to the collection by the use of the beautiful portrait book plate, designed by Mrs. Alice Stone of Boston. The Renaissance scroll design framing the head is of the sort Miss Morgan greatly admired.
We want the Morgan Memorial to grow constantly through the years. We believe that returning alumnae will be glad to add gifts of money or books as they see how valuable the collection is to the students. In this little corner the work of our beloved Professor may continue to be a college influence.

Estelle M. Hurl, '82, Chairman of Committee on the Anne Eugenia Morgan Memorial.

Idyls of the King.
Round Table: development of all around efficiency in the individual.
The Holy Grail: the life of Christ as competent to work miracles, a force.
Arthur: true determination, or faith (conscience and will).
Uther: rational determination lifeward, which succeeds instinct.
Gorlois: instinct.
Merlin: theistic nature.
Hall which Merlin built: human nature.
Excalibur: sword of the spirit of service.
Bellicent: beauty as progressive.
Gareth: disposition to seek the honor of fulfilling life.

Ancient man at the gate of the city: practical reason.
Modred: principle of retribution.
Mark: hatred, nearly related to self-interest disobeying love.
Tristram: self-interest which leads to disloyalty.
Lyons: blessedness.
Bors: trustful obedience.
Lynette: correct ethics; duty: right conduct.
Vivien: false conception of nature begotten by the enemy of Arthur, materialism.
Gawain: impulse to secure immediate pleasures of life.
Galahad: purity of heart.
Percival: the working forth, perfection of the law.
Lancelot: the idolizing of beauty.
Guinevere: beauty held as a ruling motive in the life.

Marble Faun.

Thesis: the human soul with its choice of innocence or evil.
Donatello: nature impulse or instinct.
Kenyon: rational determination.
Miriam: beauty limited to body.
Hilda: conception that embodies right conduct; purity.
Rome: the city of human experience.
Coliseum: struggle on the plain of the body.

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**IMPORTANT NOTICE.**

Candidates are desired for the following positions. Any one interested is asked to see Miss Caswell, 130 College Hall, quoting the number affixed in each case.

No. 18. College girls to learn typesetting as preparation for proof-reading. Three or four will be taken in June.

No. 19. Manager of a Shirt-Waist Department, who must know how to cut and fit tailored shirt-waists.

No. 20. A social worker who is interested in day nursery work; someone who can speak Polish and Syrian preferred.

No. 21. A secretary for a girls' club in Massachusetts, to be ready for work September 1.

No. 22. A physician living in the vicinity of Northfield wishes someone to assist him in preparing some manuscript for the press. A knowledge of typewriting is necessary. The work will not be continuous, probably two or three days each week.

No. 25. Two secretaries for Working Girls' Clubs, one in Pennsylvania, one in Connecticut. Salary one hundred dollars a month, work to last for six months. Organizing experience necessary.

No. 36. Stenographer with ability to take technical French dictation, in Boston.

No. 37. Secretary for a Conservatory of Music in Illinois.

No. 40. A teacher of Latin and History is desired for a private school in New Brunswick, Canada. The subjects named are Latin and History, or Latin and other elementary subjects. Salary $500, or possibly more, and home.

**ENGAGEMENTS.**

Sara McLauthlin, 1903, to Harold K. Merrow of Hyde Park, Massachusetts.


Catharine Bell Mapes, 1910, to George Smith Chowning of Shelbyville, Kentucky.

Florence Besse, 1907, to Kingman Brewster, Amherst, 1906, of Portland, Oregon.

**MARRIAGES.**

Sellew—McManus. In Natick, Massachusetts, April 20, Rose Ruth McManus, Wellesley, 1907, to Mr. Francis Leo Sellew of Natick, Massachusetts.


Mears—Whitney. At Williamstown, Massachusetts, on August 23, Margaret Whitney, 1909, to Brainerd Mears, Williams, 1903.

**BIRTHS.**

On February 2, 1912, a son, Charles Egan, Jr., to Mrs. Beatrice Markley Bell, 1908.

On March 23, 1912, a son, Franklin Ridgeway Johnson, to Mrs. Helena Morse Johnson, 1907.

At Fort Monroe, on March 11, 1912, a daughter, Emily Adele, to Mrs. Mabel Leonard Gibson, '99.

At Trenton, New Jersey, on March 7, 1912, a daughter, Mary Katharine, to Mrs. Carolyn Nelson Britton, 1905.

On March 28, 1912, a daughter, Anna Mitchell, to Mrs. Ethel Mitchell Hale, 1910.

On January 30, 1912, a second daughter, Frances, to Mrs. Mary Ball Armstrong, 1906.

On April 11, 1912, a daughter, Bertha, to Mrs. Florence Piper May (Mrs. Charles H. May), formerly of 1903 At West New Brighton, Staten Island, on April 11, 1912, a daughter, Margaret, to Mrs. Edith Dunham Kingsley, 1906.

In Brockton, Massachusetts, on January 9, 1912, a son, Davis Packard, to Mrs. Emma Packard Low (Mrs. Herbert Colbath Low), 1903.

**DEATHS.**

On April 6, 1912, in Milton Mills, New Hampshire, Honorable Elbridge W. Fox, grandfather of Helen G. Fox, 1904.

On April 17, 1912, Commodore Frank E. Sawyer, United States Navy, father of Caroline G. Sawyer, 1908.


On April 13, 1912, suddenly at his home in Quincy, Massachusetts, Dr. Henry C. Hallowell, brother of the late Susan M. Hallowell.


On May 1, 1912, at South Hadley, Massachusetts, Mary Adams Currier, formerly Professor of Elocution at Wellesley College, in her eightieth year.
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