COLLEGE CALENDAR.

Thursday, October 25, 7.30 P.M., 221 College Hall, lecture: “The Character of the Conquest and Colonization of Spanish America,” by Mrs. Blanche Zachariah Basil.

Saturday, October 25, Evening, Society Programme Meetings. Barnewallows.

Sunday, October 26, 11.00 A.M., Houghton Memorial Chapel, Rev. Theodore P. Thurston of Oklahoma will preach.

Vespers. Special music.

Monday, October 27, 4.15 P.M., Professor Palmer’s lecture:

7.30 P.M., Billings Hall, Professor S. B. Minwood of Drew Theological Seminary. Topic: “The Work of the American Episcopal Church Abroad.”

Wednesday, October 29, College Hall Chapel, 4.30 P.M., joint meetings of the Junior and Senior classes. Address by Miss Florence Jackson of the Vocational Bureau.

7.30 P.M., College Hall Chapel, Christian Association. Address by Miss Tusks, “I have called you friends.”

7.15 P.M., St. Andrew’s Church, address by Miss Small. Rev. W. C. Bailey was also due to be present.

Both meetings are in preparation to service of Holy Communion.

Saturday, November 1, Field Day.

MISS SMALL’S RECITAL.

On Monday evening, October 20, Miss Ethel M. Small, of the Department of Education, gave a recital in College Hall Chapel. Miss Small’s program consisted chiefly of monologues concerning the “habitant” of Old Quebec. She was assisted by Miss Georgia Titchcombe, 1915, who sang a group of French Canadian songs which further illustrated the character of the “habitant.” These “habitants” are a class peculiarly French Canadian, being for the most part descendants of the original voyageur-French settlers.

Miss Small’s selections were almost all humorous, the bits of pathos (which were not at all overdone) standing in striking contrast. The program was particularly pleasing to a college audience, and we were glad to have an opportunity to realize the ability of the new member of the Education Department.

PROGRAM.

The “Habitant” of Old Quebec.

1. French Canadian Life and Character, Songs and Legends.
2. A Group of Monologues by the “Poet of the Habitant.”

The Habitant.

De Nice Leete Canadienne. W. H. Drummond.

A Group of French-Canadian Folk Songs, Miss Georgia Titchcombe.

Monsieur Frère Camille.

Le Vieux Temps. W. H. Drummond.

Johanie Courtois.

ON THE SUBJECT OF NICHES.

You have decided just what your niche in the universe is to be after you are out of College? If you haven’t yet decided, it behooves you to do it soon, for before so very long you are going to be thrust readily upon a cold and unappreciative world, and the best thing for you to do is to choose a niche and get to cover as soon as possible.

Perhaps you don’t know that there are such things in existence as Bureaus on Niches, but there are. Both “recruiters” and “champions” are out shouting about the thing. They are not particularly interested in just now. There are others of the class, and we want to tell you about one kind especially.

You have probably heard of the Woman’s Educational and Industrial Union of Boston, and if you have, then you know of its Vocational Bureau. The object of the bureau is to register women who wish to enter some sort of vocational field other than teaching, and then to place them as satisfactorily as possible. A good many people take it for granted that of course a college graduate will teach. The Vocational Bureau was wiser. Those in charge know the amount of the demand for collegebred women in other lines of work, and it therefore set about the business of bringing women and positions together. As a result it has now a record of a large number of applicants registered and a large percentage of those applicants successfully placed.

Now the Graduate Council, which is really very much more than just the name we hear and don’t know much about, is working wholeheartedly for the Wellesley girls by enabling them to come in touch more closely with the Vocational Bureau. How they have done this has already been explained in the columns of the News.

Since the appointment of the Faculty and Student-Alumni Vocational Committee in Wellesley, a plan of its work has been sketched out. On October 29, there will be a joint meeting of the Junior and Senior classes in College Hall Chapel with the doors open to any others who wish to come, and at this meeting Miss Florence Jackson will give a full account of the work of the Bureau. In addition to this big meeting there will be five or six open committee meetings on dates to be announced later, at which competent speakers will tell us of the openings for women in various lines, such as secretarial work, social work, public health supervision, cultural, domestic service, and other thoroughly interesting subjects. These meetings will be open to all those who are wise enough to avail themselves of the privilege. Finally, the College will be kept in constant touch with the Bureau by weekly Tuesday afternoon conferences which Miss Jackson will give in College Hall during the entire year. Every Tuesday afternoon Miss Jackson will come out from Boston and hold conferences between the hours of 4 P.M. and 6 P.M. Conference periods may be signed for as late as 10 P.M., on Monday on the Vocational Committee Bulletin Board, and in this way any girls who have either ideas or work to have may talk to Miss Jackson on the subject.

The dates of the open committee meetings, the location of the bulletin board and Miss Jackson’s office will be announced next week.

FRESHMAN SERENADE.

Strong in numbers and in enthusiasm, 1917 serenaded her classmate last Saturday evening. Baby costumes, with green ribbons and lashes, gave her a childlike and truly Freshmanlike appearance, but the cleverness of her songs made us decide that 1917 was more grown up than she looked. The songs consisting mostly of popular melodies. The girls followed their leaders well, and it was noticeable that the singing did not drag.

To Olive Sheldon, the chairman, and Lucile Sacht, the leader, much credit is due for good work in planning and organizing the serenade for us.
EDITORS.

Patterns.

We rely too much on what is expected of us. We conform to our reputations, instead of ignoring them, or forcing them to conform to us. Some friend describes us as "very independent" and we swell with pride and go through the day with elbows out and chin in the air. Later, some one says we are sweet and we watch for opportunities to exhibit our rare delicacy of feeling. Other people's impressions, carelessly voiced, sink deep and become a row of crazy sign posts by which we strive to travel.

The girl unaffected by others' opinions would be less than human. To respond to a really discerning criticism may help us, if we do it with reserve. But these patterns that we seek to follow as Mary thinks us, or Helen likes us best, or girls decide we will or may have too many sides to risk cultivating only the one that conforms to reputation. Because sometimes I think you are "barren of fun," don't always try to be the clown when she appears.

We are told of many things for which we have come to Wellesley. Some of them surprise us, for we were quite innocent of desiring them when we came. Most of them, however, could be classified as interesting but vague. We have come for "self-development," for "the broadening influence of older minds" for "the life." And sometimes "the life" seems to consist of living it by a certain pattern, which we never selected ourselves, but which has been thrust upon us. We are no longer girls, but "types."

In facing this confusion between "myself" as a private and public object, it is helpful to pause and consider, not whether (because none of us may have forced us to) but what we are going to do now that we are here. How are we going to find this self-development? How keep from being a nonentity, or merely a type? In solving, deep self-analysis is not so necessary, as the frank answering of this one question—am I living an individual life, or am I following a pattern?

A thing which the founder of Wellesley, Mr. Durand, most desired, was Routine. It is the monster behind every academic course and is closely related to living by a pattern. Original research and individual activity were the graces he most desired, not so much for their academic results, as for character building. Do we always strive toward this individuality—both Faculty and students?

One of the most impressive summaries of Alice Freeman Palmer's work as given by President Enidur Elbert, when he said, "it was creation, not imitation, and it was work done in the face of doubt, criticism, and prophecies of evil." Does our Faculty still cling to this wonderful standard, "creation, not imitation?" Does our Faculty "live a Life?"

Let us forget the patterns, and put our originality into everything we do. Let's take even small talk out of somebody else's quotation marks. No matter what somebody thinks we can do, let's surpass her. Cowper wrote "The Task" on a dare, and Drake "The Culprit Fay" on the same incentive. We of to-day shall have to break Wellesley's earlier efforts, by living lives not of imitation, but of self-expression and creative beauty.

"How the Other Half Lives."

Listening to Mr. Riis, we were forcibly impressed by the reiterated emphasis on his belief that the rich did not know how the poor lived—that the one half of the world lived in the most distant slum of the other half, and the other half of the world in the most slum of the other half. We pondered on his statement, and, trying to relate it to this our own condition, we remembered a Free Press beginning, "There is too little real friendly association between the Faculty and students of Wellesley." We have heard the sentiment voiced before and it may be that we have agreed and it may be that, even as the writer, we have longed for the higher plane and have felt that the Faculty should reach down and lift us up. We may have decided hastily that the rich half was quite culpable and that we were much abused because we still wander on our lower plane and find it growing broader and broader and, alas, never any higher.

Now we are wondering which half it is after all, that fails to understand the other half. Do the more developed minds fail to perceive our need, or, perceiving it, still hold aloof and refuse us the opportunity of mingling with them? But let us change the point of view. Are our immature interests blind to the opportunities that are offered, or, seeing them, do we shrink from the effort of accepting them?

We have looked back at as much of our college career as lies behind and we have tried to study the Faculty. Their attitude towards the students seems to show a very wholesome understanding on the part of the students. They welcome cordially all attempts at friendship that the student may see fit to make. They cannot be blind to our need; for day by day, they are giving their lives to the satisfying of that need. Have you ever so spent all day with a younger child, trying sincerely to satisfy his intellectual curiosity? Have you given of all that you have and, at night, felt drained—as if there were no more to give? Our Faculty are giving to us in lectures and class discussions all the wealth of their wisdom and their personal reaction on the wisdom of the world. (We insist on the personal element. Count how many times in the next week an instructor says "I, myself believe ... "). Is the power of any individual to give unlimited? We ask too much if we demand a constant giving of knowledge and sympathy so that we are blind indeed if we fail to recognize our indebtedness to them.

Perhaps you acknowledge an indebtedness and still seem in doubt as to the possibility, under present conditions, of rising to that "higher plane." If so, our first question is answered: it is the lower half that lacks understanding. In lecture, in class, in conference, in the friendships that they offer us, the students are giving us material and teaching us to build that we may erect ladders to that higher plane. But we must build, each of us, her own ladder, even as they have built before us and we must climb, each of us alone, the way that they have taught us. The way may be hard and the time long; but, when we have mounted, by the power that they have given us, then we shall walk in perfect sympathy with those who have gone before.

And Yet Once More.

It is with a glow of satisfaction that we exercise our editorial right to express an opinion when a subject such as the "All Star Lecture Course" presents itself. Within our editorial hearts we shout "Hurray," and then we are suddenly sobered by the thought that the course is not yet assured to us. But our spontaneous enthusiasm is certainly a proof of our faith in the decision of the College. It seems almost foolish to question whether we are going to have the course or whether we shall not. We pondered on the point of view, and, if not having it simply does not exist,—that is, the possibility of our not wanting it.

We wish to emphasize the fact that these lectures are not as could be possibly be obtained by the efforts of any one department. They would be out of our reach if it were not for the exertions of a number of our public-minded friends who conceived the idea and are pushing it ahead. Moreover, since we shall be able to catch the coveted speakers during their stay in Boston, the expense of the enterprise will be considerably lessened.

We are so much concerned over the success of the project that we are nervous for the letters of request will not reach our prospective speakers in time for their consent. We are really impatient to know the outcome and can only wait with bated breath and a fervent hope that we may soon print upon our first page the announcement of our All Star Lecture Course.

What We Think of Engineering.

Our thoughts are necessarily of a post mortem nature, but they are none the less strong. We think it is a disgrace that this political "system" should ever find entrance into Wellesley College. The practice is apparently stilled in, and does occasionally do some work, we think it should be specifically driven out.

"Women and Politics" is one of the issues of the hour. Will women raise the standard of politics or will the evil practices now prevalent corrupt women? Are we stronger or weaker than the poor methods which we clamor to remedy?

Here at Wellesley we have a splendid opportunity to determine whether our votes would be a help or a hindrance to modern politics. Wellesley is a small sized republic, modelled after the larger one in which we live. We want this model to copy the virtues, not the vices of the bigger government. A speech was made in a recent class meeting apropos of the methods used. Its attack on the system was so fair-minded and forceful that it caused admiration and sympathy. The News adds its applause to the sentiment of the speech, and in doing so speaks for the College at large.

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**SQUIBS.**

A NEW PROVERB.

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IT'S IN THE AIR.

Freshman (to Sophomore): "Have you chosen the subject for your Franchise yet?"

1914.

Seniors who are disappointed in Legenda pictures, remember that nothing comes out of the camera that doesn't first go in.

THEATRE NOTICES.


Tremont: Zeigfeld Follies.

BOSTON OPERA HOUSE: Pavlova in Russian Ballet. Saturday only.

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**NOTICE.**

In accordance with Part B, VI, 1 of the Official Circular of Information, the plans of all organizations for the year 1913-1914, must be in the hands of the Committee on Non-Academic Interests on or before November 1.

A duplicate copy of these plans should be sent to the student chairman of the Joint Conference Committee, S. C. Hart, Secretary of the Committee on Non-Academic Interests.

**SOPHOMORE ELECTIONS.**

The class of 1916 has elected the following officers for the year:


RESULT OF COLLEGE SETTLEMENT ELECTIONS.

For President: Beside de Beer, 1914. For Secretary: Helen Hoffield, 1916. For Treasurer: Elsa Dirlam, 1915. For Faculty Member: Helen S. Hughes.

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A Plea for the Lecture Course

A great many of us heard Professor Charles Zueblin’s lecture last spring. Some of us went because we knew what was worth while; some because—oh well, Tuesday was an easy day anyway, and it seemed the right thing to do, this attending of enlightening lectures. We all filed into College Hall Chapel, as I say, eagerly, indifferently, or apathetically: but in very few moments there was a perceptible creaking in the old chapel—the audience was shrinking in its chairs, lest it miss a single word of the message! We sighed when it was over, but best of all, we thought. Professor Zueblin kept conversation from being a duty at many a College table for weeks to come. We thought back over the lecture with minds electrically charged and alert; we all felt that we had been lifted by a strong power, so that, a tip-toe, we might just glimpse the meaning of things beyond.

This year, we have been offered, not a single isolated lecture, not the brilliancy of a chance meteor across our field of vision, but a real course of such illuminating lectures, arranged and announced so long beforehand that no one needs to miss a single time. To those who read the Free Press of last week, the great companionship offered us is already known; to those who did not—if we say Professor Zueblin, Mary Antin, Dr. Stephen A. Wise, and Professor Earl Barnes, is not that enough? Truly, a feast for the intellectually hungry.

And so, when it comes to a question of mere financial backing, when those who are farsighted enough to try to secure these lectures for the rest of us come seeking our loyal support, will any member of Wellesley need to hesitate, even for a moment, before she pledges her aid to the utmost? We think not!

Marguerite Samuel, 1916.

II.

Non-Academic Electives.

"What are we in college for, anyway?" was one sentiment in the midst of last week’s Editorial.

We are in college to develop our own selves; to develop stronger bodies in Wellesley’s beautiful out-doors; to develop our hearts and social graces through comradeship with our friends; to develop our brains through the mechanical part of the academic life; to broaden our mental horizons in the struggle to attain “those serene heights with the fairest and best souls of all time.” This is not all. We are here also to share our friendship and knowledge of the Freshman class have a good time at the Barn; to bring the bit of sunshine that will make a timid classmate blossom out into radiant womanhood; to teach a maid out into a class; to help the little brothers and sisters of Denison House are not all these things important, worth while? Even if self-improvement, self-happiness, should be your only aim, is selfishness the best idea to secure it with? Why not share ourselves a little, utilizing the expenses of getting some of our readings in the classics. What are you going to do to help?

R. R. C., 1915.

III.

Use and Abuse.

I suppose a Wellesley girl, who has spent more long and plodding hours than she cares to remember in reading for some papers or for the purpose of fattening a very emaciated reading list, would hear with scorn the statement that she does not know how to use a library properly.

If the proper knowledge of a library consists in the discovery of nice, out-of-the-way shelves where reserve books may be stored during the dinner hour, or of inventing the best way to sit on two books, with one inside one’s note-book and three more open on top of each other to give the appearance of reading only one, then I fear that not too many of us have trusted this art.

Again, may I suggest that while the development of the art of conversation is part of our academic existence, it is even more of a temptation to sacrifice that elusive reserve book while you read another equally elusive one. and if in the last case we would only chide those who impulse, the books would cease to be quite so elusive.

Can we not remember that in the use of a library, as in the use of anything else that is the common property of many, we should consider the needs of the other joint owners, by taking no more than our rightful share of the material and by exercising a little more control over our conversational powers?

Ruth Benton, 1915.

IV.

A Plea for Umbrellas.

"Slosh, slosh, slosh," said my rubbers, as I splashed through one puddle after another, coming up from the hill. "Drop, drip, drip," said the raindrops as they rolled off the brim of my new velvet hat, splattering my coat, little snub nose, and failing to the ground.

"This will never do," thought I, so I stopped in Elliot and prevailed upon a good-natured freshman to loan me her umbrella. I then proceeded homeward, in a much happier state of mind.

The next morning the rain continued. I offered to loan my roommate my own umbrella, while I used that of my freshman friend. So we departed for chapel.

Later, on coming down from chases, I decided to stop in the Library for a few minutes. In accordance with my good faith as to the honesty of the world in general, and Wellesley girls in particular, I deposited the umbrella just outside the library door. When I returned, just fifteen minutes later, the umbrella was nowhere to be found, search as I might. In a fit of ill-temper, I seized upon my miscellaneous umbrella, and plopped homeward, my faith in humanity shattered! To think that anyone would dare take an umbrella which I had borrowed! Suddenly, I thought about me, that I was no better than she, for had I not deliberately taken an umbrella from "the exchange" in front of the library? When the full meaning of this came over me, I stopped short, looked up into the unoffending umbrella and discovered my own name, neatly written in white ink. I had taken my own umbrella which my trusting roommate had left outside the library.

Morals—Adopted umbrellas seldom come into the possession of the original owner.


V.

Bulletin Boards.

One of the greatest features of annoyance to every student at some time or other in her career is the congestion at the corridor bulletin boards. I'm sure we all have experienced the realization that it is almost time for the gong to ring and we simply can't get through the crowd by the bulletin boards.

You have even gone down to the first door and up again by the other stairs, haven't you? It occurs as though we could help remedy this unpleasantness if each of us would consider it our individual responsibility. Try to consult the bulletin boards during a free period, and there will be a noticeable lessening of the crowd when you try to go from one class to another. And if you must read the bulletin boards between periods, don't linger any longer than is absolutely necessary to read them. Discuss them later. Let's all try to help!

To those who, at this dry season of the year, bend over Poole in the struggle to Foster Argumentation, this page is sympathetically dedicated, with the hope that it may, in small measure, assist in covering the barren stretches of forensic paper.

I. DEFINITION OF TERMS EMPLOYED. Argumentation: [Deriv. L. Argus, a hundred-eyed monster. (See Class hall-down.) This law is especially valuable in the manufacture of the genuine Brief, the phenomenon of postponing utterance until "the night before" is readily explained.

II. A MODEL BRIEF.

A. As butter alleviates the dryness of bread, so marmalade alleviates the deadly work of salt.

B. That marmalade should be served with fish-balls for Sunday breakfast.

INTRODUCTION.

A. At the time of the founding of the College, the intellectual value of fish as an article of diet, was recognized in the stipulation that fish-balls be served once a week for breakfast, preferably on Sunday, thus allowing a period of at least twenty-four hours uninterrupted by academic pursuits, for the unhindered expansion of the brain.

B. Before long it developed that the consumption of the isolated fish-ball caused commotion during the church service, numbers of the students being forced to leave the chapel in order to slack their thirst.

C. To ensure quiet, therefore, it was decided that marmalade should accompany the fish-ball, as a safeguard against thirst.

II. ORIGIN OF THE QUESTION.

The immediate occasion for the discussion of this question arises from the fact that unaccompanied fish-balls are constantly being met with in college houses.

A. Any discussion of the existing combination of marmalade and crackers, cake and marmalade, marmalade and cheese, and fish-balls and tomato-ketchup, shall be regarded as extraneous.

Proof.

Marmalade should be served with fish-balls on Sunday morning, for:

I. The combination is a time-honored one; and, to turn to Shakespeare, "the traditions of the past should be the guide posts of the future."

Refutation: Even though change is good, there is no reason why an eminently and universally satisfactory state of affairs should be left behind merely for the sake of change.

II. Marmalade is indispensable as an accompaniment to fish-balls; for:

a. As butter alleviates the dryness of bread, so marmalade alleviates the deadly work of salt.

b. [N.B. Students are asked to observe that a fish-ball should always follow an article.]

Refutation: Although it is argued that marmalade does not necessarily need to be served with fish-balls, nevertheless:
a. Fish-balls, being brain-food solely, when served alone soon produce that one-sided aversion known as the grind.
b. The alluring girl is what Wellesley particularly aims to produce; hence she requires marmalade with her fish-balls to secure a proper proportion.

CONCLUSION.

I. Since the well-established custom of marmalade and fish-balls should not be changed unless complaint arises.

II. Since the fish-ball requires marmalade to balance it:

Therefore: Marmalade should be served with fish-balls for Sunday breakfast.

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work is largely responsible for the fact that Wellesley is to-day a College of equal rank with the other women's colleges of New England.

Professor Palmer's close connection with and intimate knowledge of our former president, added to his wealth of wisdom and perfect self-expression, make him a doubly welcome visitor.

In the first of his series of lectures, given on Monday, October 20, Professor Palmer gave a brief outline of his conception of poetry in general.

The aim of his lectures is not to instruct, or to point a moral. The substance of poetry is, rather, feeling; the poet should aim to transmit to others his own feeling, his own moods. And we, if we are to enjoy poetry, must have minds ready to receive his mood.

The most powerful device of the poet for accomplishing this end, is that of repetition,—the repetition of sounds, that constitutes rhythm; the repetition of consonants at the beginning of words, which we call alliteration, and that repetition of vowel sounds that gives a poem what we call tone color. By these devices, a poet may so isolate his mood, that he hypostatizes us into sharing that mood, whether we will or no.

The grounds for the importance of poetry are, its discipline of our imagination (which Professor Palmer, very delightfully, named "the great cart-horse of life"), its interpretation of our own lives and experiences for us, and its enlarging of our ideals, and of our sympathy with the world and those about us.

Professor Palmer ended by reading selections from many English poets, illustrating the points which he had emphasized in his lecture.

(Coordinated from page 4)

FREE PRESS.

VI.
THE STRANGER "WITHOUT" OUR GATES.

For the Freshman, life in the village has, of recent years, been considered a distinct advantage. At least, not having looked forward to a real campus existence, she does not hold a full from the platform of anticipation, nor does she know that peculiar and pitiful hangering for her own kind which is the affliction of a few Sophomores. With the girl coming from another institution, it is otherwise. With the memories of her class and Alma Mater, and the privileges of campus life, which were unquestionably hers, pulling a little in the opposite direction, she suddenly finds herself in the wake of a few hundred Freshmen, seeking for identification in the unorganized mass. In other words, she undergoes the common lot of Freshmen with more chance for homesickness than they, and a greater possibility for disappointment in not being on campus than awakes the Sophomores. It must be quite trying also to get into things; to spend the usual hours in Center waiting to be located, to have the disappointment of being ranked to a class too low, and to endure other seeming anxieties which we all know are only part of the game. Is it little wonder then, with these grievances, that transferred students are sometimes heard to speak with a certain emotion of the beauties of their Alma Mater? Is it not probable that we are losing an opportunity of making these girls more royally welcome, and giving them a truer idea of the comradeship of our Wellesley life?

L. OSIA PALMER, 1916.

VII.
EATING.

A Free Press recently defended the College girl from the charge of departing from the epistolary precepts of our grandmothers with the plea of originality. Rightly, too, we all agree, for the expression of individuality is one of the finest signs of the times.

But—and herein is matter for thought—what about our modern methods of eating? The most approved College girl style is to bolt, as rapidly as possible and with the minimum degree of mastication, as much luncheon or breakfast, as is possible in the space of five minutes. Shades of Fletcher, and I need hardly mention the deprecation of manners. It is much quicker to slap a butter put onto one's plate than to transfer it in the most approved style of slap it goes; and sliding the rolls across the table takes less time than passing them around; so forthwith the rolls slide.

Nobody can defend us this time on the plea of originality. And we can't even blame it on the business of College life, for this enlightened institution provides us plenty of time for leisurely meals. Let's devote our energy all the rest of the day toward expressing our individuality, but please let us remember our grandmother at meal times.


LOST.

A complete year's notes in Pure Mathematics 12, on Wednesday, October 1, presumably between 60 Central Street and College Hall. F. Webster will skilfully give a handsome reward for their return to 27 Church Street.

NOTICE TO ALUMNAE SUBSCRIBERS.

For several years it has been the policy of the News Board to send no receipts for payments for the College News, unless (1) receipts are requested, or (2) cash is sent in payment. Checks and the stubs of money-orders constitute receipts in themselves.

NOTICE TO COLLEGE SUBSCRIBERS.

If any girl is still receiving the News, who has already informed the subscription editor that she does not wish to subscribe, will she please send a second notice to Box 286, College Hall?

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THE WELLESLEY COLLEGE NEWS.
ANNUAL REPORT OF THE COLORADO WELLESLEY CLUBS.

The year 1912-13 has been an especially interesting one for the Colorado Wellesley women, as it has been occupied with the organization of a state club with centers wherever there were four or five Wellesley women who were willing to act together. The "Record" gave a list of one hundred and nine women who were eligible for membership to the Club. But investigation shows that at least eight of these people have left the state. As a result, there are not more than one hundred scattered over a great territory. The new centers which have been established so far are in Denver and Southern Colorado. If possible (not probable), two more are to be organized in the early fall and winter.

In order to make the organization as representative as possible Miss Adelaide Denis of Colorado Springs was chosen for President. The rest of the Executive Board, because of necessity in the transaction of business, was placed in Denver, Mrs. Emma T. Tyler, Vice-president, Mrs. Charles Sigid, Jr., Recording Secretary, Miss Martha Schenck, Secretary-Treasurer and Miss Elspeth Rattle, Councillor. The State Club will hold three meetings a year, two in Denver, and the other one away from that city, wherever opportunity offers. Each group or chapter, as we call them, meets at least twice each year independently of the larger organization, has its own officers and by-laws and pays its dues through them to the State Club.

The organization seems unwieldy and complicated, but strongly resembles the plan of the A. C. A. and represents the thought and work of the Club for practically the whole year.

While the Club has undergone reorganization, other interests were not neglected. Each meeting of the Denver Chapter was provided with a program. Social problems of interest in the community and country were discussed and explained. Our speakers were such people as Miss Gall Laughlin, Miss Gertrude Vali and Miss Josephine Roche.

After the final adoption of the State Club Constitution and its acceptance by the Colorado Springs Wellesley Club the Denver Chapter ceased to be the Colorado Wellesley Club. The Colorado Springs Wellesley Club entertained Professor Palmer at a luncheon in February. After her visit in Denver, wherever the chapter met she found a buffet supper for her. Miss Goodwin stopped in Colorado Springs where she was entertained at a tea given by Miss Denis.

The Colorado Springs Club merged into Southern Colorado Chapter in May.

The first election of State Club officers was held in Denver in April. Two Colorado Springs members attended the meeting, and Miss Denis went home the State Club President. Since we are hardly organized yet we have been unable to plan much definite work for this our first year. However, we are to have our first state meeting in Pueblo Thanksgiving week and are hoping for a large attendance of the Wellesley women from the southern part of the state.

This future word is added:

Before April, 1913, two organizations:

(1) Colorado Wellesley Club, in Denver, of many years standing the doer of the Wellesley work in the state (practically all of it); from twenty to thirty members. One of the outsiders occasionally attended a meeting or luncheon.

(2) The Colorado Springs Wellesley Club, with no constitution and no dues, a few officers, about ten members, an informal social organization of about one year’s standing. This club gave the luncheon to Hon. Prince Palgrave in February at the Antlers Hotel, Colorado Springs, Sara Coolidge Brooks (85) President.

In April in Denver and in May in Colorado Springs, the following future organization was effected.

1913:

A. The Colorado Wellesley Club: Membership open to any one in the state connected with Wellesley, dues fifty cents.

E. Constitution: That suggested by Student Council. Officers as given by Miss Rattle.

Meetings three years per year. No. 1, November 24, probably, Pueblo. No. 2, Denver, (date not fixed). No. 3, Annual, Denver, third Saturday in April. The meetings will be held to interest the widely scattered Wellesley women in touch with each other; (2) the inquiring interest in the Endowment Fund, will probably be the only club work for the year.

B. There are two sub-organizations, all members of which are also members of the Colorado Wellesley Club:

(1) The Denver Chapter in which we have the adjacent towns will join. This is the large, energetic and valuable work of the Club. About twenty-five members. President, Miss Anna Johnson, ’81, ’82, 1421 Williams Street, Denver. Meets every month.

(2) The Southern Colorado Chapter, in which join Colorado Springs, Pueblo, Canyon City. About nineteen members. Meets twice a year. Social. Too scattered to do any work. President, Mrs. Sara Coolidge Brooks, ’85, Colorado Springs. One meeting will be Christmas week in Colorado Springs, the other in Pueblo in the spring.

At present I see no prospect for any other center. Of the one hundred and nine Wellesley names in the "Record" credited to Colorado, we know that eight have left the state already and many more do not answer letters.

We expect all communication with the college to be through our State Secretary, Miss Martha Schenck, Denver, and State Delegate, Miss Elspeth Rattle, Denver.

NOTICE.

The annual meeting of the corporation of the International Institute for Girls in Spain will be held in the chapel of the Old South Church, corner of Dartmouth and Boylston Streets, Boston, on Wednesday, October 15, 1913, at 3:30 P.M., to listen to the annual reports, to elect officers and directors for the ensuing year, and to transact other business. The subject of the relations of the League and the Corporation will be considered.

The following proposed amendment to the by-laws will be presented for adoption: To amend Article 1 by adding at the end of the first sentence thereof, the following words: "An Honorary President and two Honorary Vice-presidents may be elected."

After the necessary business, stereopticon views of Spain and of the Institute will be shown, and Spanish songs will be sung.

CHANGES OF ADDRESS.

Mrs. Richard H. Marr, (Iurma Bonning, 1910), to 200 Edison Avenue, Detroit, Michigan.

Hertha Bonning, 1911, to 3093 West Grand Boulevard, Detroit, Michigan.

Edith Moss, 1910, to 397 Seminole Avenue, Detroit, Michigan.

Mrs. John Deckor, (Norma Lieberman, 1911), to 1041 Birney Street, Bay City, Michigan.

Mrs. William F. Flanders, (Helen H. Macaroney, 1911), to 3 C Street, Echota, Niagara Falls, New York.

Mrs. Maria Knaen Drew, ’93, to 129 South Eighth Street, Glean, New York.

T. Brown, 1910, to 153 East 52nd Street, New York, N.Y.

Mary E. Cook to 1942 East 81st Street, Cleveland, Ohio.

Harriet B. Whitaker, 1903, to 7 Alleyn Terrace, Quincy, Mass. September-June. Permanent address: Tyngsboro, Massachusetts.

BIRTHS.


At Lexington, Kentucky, on August 3, 1913, a second son, Walter Bullock Hunt, Jr., to Mrs. Sue Barlow Hunt, 1908.

At Shill牢固树立, Kentucky, on July 17, 1913, twins, Mildred Wetherill and Hugh McLaughlin, to Mrs. Bell Mapes Chowning, 1910.

On October 1, 1913, a son, John M. Green, Jr., to Elizabeth Camp Green, 1907.

On April 16, 1913, a daughter, Jane Hamburg, to Mrs. Norma Lieberman Deckor, 1911.

In Honolulu, Hawaii, on August 19, 1913, a daughter, Mary Zabriskie, to Mrs. Mary Zabriskie Olson, 1909.

DEATHS.

At Tilton, Massachusetts, on September 23, 1913, Mary M. Buffington, Wellesley, 1910.

In Toldo, Japan, on August 29, 1913, Mrs. Kin Kato Takeda, special student in Wellesley College, 1888-'90. Mrs. Takeda leaves a daughter whose ambition it is to take a college course.

In Mountain Lake Park, Maryland, at the home of a friend, on August 23, 1913, Dorothy W. Hill, 1911 (of cerebro-menigitis).

In Louisville, Kentucky, on September 25, 1913, Robert J. Telford, father of Miss Ella Telford Ellis, 1918.

In Tyngsboro, Massachusetts, on July 24, 1913, Channing Whitaker, father of Harriet Bancroft Whitaker, 1904, and Catharine Whitaker Lambert, 1906.

OBITUARY NOTICE.

LUCY ELIZABETH WHITE, WELLESLEY, 1893.

Lucy Elizabeth White died on September 13, after a week’s illness, at Glen View, where she was visiting her sister, Mrs. Richard O. and Margaret Fuller.

Miss White was the daughter of John H. and Lucy Barrett White of New York and was born in that city on September 26, 1871. Her early life was spent chiefly in her birthplace and in Jamestown, New York. She was graduated with honors from Wellesley College in 1893. In 1901, together with Miss Maud Martin and Miss May Lemor, she established the Villa Dupont School for American girls in Paris and for the remaining twelve years of her life this was the object of her paramount interest and endeavor. It specifically took rank among the foremost schools of its kind and has since been maintained with increasing efficiency and distinction.

The chosen work Miss White brought common gifts of character and mentality, developed and constrained to high and happy uses. Her wide culture, her exquisite personal appearance which seemed moral beauty personified, her fine simplicity and directness, her sound judgment and discriminating sympathy, her profound and vital religious faith, wrought potent upon the souls of young lives that came under her charge, touching them to nobler views, inspiring and fortifying them in the face of life and bringing her in return a wealth of abiding respect, gratitude and affection. A woman of the world in the best sense, she touched life at
ENGAGEMENTS.

Elise Macdonald, 1912, to Harry Hammond of Ludington, Michigan, University of Michigan, 1911.

Mabel Jane Lee, 1911, to Ralph Barker Wilson, Princeton, 1910, of Pittsburgh, Pennsylvania.

Caroline G. Sawyer, 1908, to George Ashley, Campbell, Massachusetts Institute of Technology, 1911, Research Engineer of the American Telephone and Telegraph Company of New York.


Nancy Brewer, 1913, to Rollin Cox Chapin, Pennsylvania, 1912.

Helen Dunham Hayward, 1914, to Donald MacKord Keith of Brockton, Massachusetts.

MARRIAGES.

Shaw—Morey. Mr. Warren Chase Shaw, son of Mr. and Mrs. Ralph H. Shaw, and Miss Helen Abbott Morey, daughter of Mr. and Mrs. Charles W. Morey, were united in marriage on Monday evening, June 23, 1913, at the home of the bride's parents, 14 Belmont Street, Lowell, Massachusetts, by Rev. Ransom A. Greene, D.D., of Charlestown. Miss Margaret E. Goodrich of Ashburnham, a classmate of the bride, Wellesley, 1910, was maid of honor, and Mr. Herbert C. Coe, instructor in biology in Dartmouth College and a classmate of Mr. Shaw, Dartmouth, 1910, was best man. The ushers were Mr. Douglas Morey, Dartmouth, 1910, brother of the bride; Mr. Horace N. Clifton, Dartmouth, 1910, assistant registrar in Dartmouth College; Dr. R. Maurice Elliott, Dartmouth, 1910 and Harvard, 1912; and Mr. Vernon L. Greene, Dartmouth, 1912, teacher in Vermont Academy, Saxton's River, Vermont.

Mr. and Mrs. Shaw will make their home in Hanover, N. H., where Mr. Shaw is instructor in English in Dartmouth College.

HOLMES—CLAPP. In Wichita, Kansas, on October 1, 1913, Sidney Clapp, 1909, to Winni Earl Holmes. At home after November 1 at 106 North Market Street, Wichita, Kansas.

HOPKIN,—HARTELL. In Philadelphia, Pennsylvania, on September 11, 1913, Grace G. Harettle, 1911, to Frederick C. Hopkewell.

STREETEWARD—BEALS. In Winstrop, Massachusetts, on June 4, 1913, Florence W. Beals, 1911, to Frederick O. Streeteoward, at home, 3219 Sycamore Street, Milwaukee, Wisconsin.

DISSLER—GREET. At West Hartford, Connecticut, on June 24, 1913, Dorothy Greet, 1912, to Edward Everett Dissel, Trinity, 1911. At home, 2249 Kewkwood Avenue, Indianapolis, Indiana.

WILLIAMS—MARTIN. In New York City on June 4, 1913, Gertrude L. Martin, 1907, to John Howell Williams. Address 123 East 53rd Street, New York, New York.

LOCKE—JOYCE. In Dedham, Massachusetts, on October 1, 1913, Helen Hunt Joyce, 1911, to Richard Baldwin Locke, Dartmouth, 1909.

KENNEDY—ROBINSON. In Kansas City, Missouri, on October 9, 1913, Arabella Robinson, 1908, to David Mintaun Kennedy. At home after November the fifteenth at 3852 Wyandotte Street, Kansas City, Missouri.

HENDERSON—FORNEY. At Moline, Illinois, on October 1, 1913, Helen Darlene Forney, 1911, to Ernest James Henderson, Illinois Wesleyan, 1909, Law, 1911.

NEWS NOTES.

1913—Gertrude Souther is to be the teacher of Mathematics and Science in the High School, Hingham, Massachusetts.

1913—Martin Scotton will teach English, German and Mathematics in Scurtu, Massachusetts.

1913—Valros V. Vail is to teach Biology, Ancient and American History, Drawing, Algebra, Geography and Spelling in grades in the Sherwood School, Sherwood, New York.

1913—Maude N. White will teach in the eighth grade department at Huntington, Long Island.

1913—Mae Scales has the position of instructor in History and English at the Thorby Institute, Thorby, Alabama.

1913—Laura B. Bass will be the student teacher of science in the Technical High School at Fall River, Massachusetts.

1913—Anne R. Bailey is instructor in Mathematics in the Ithaca High School, Ithaca, New York.

1913—Kathleen Barnett is doing newspaper work on the staff of the Christian Science Monitor.

1913—Ruth E. Curtis will teach History and Latin during the coming year in the Terryville High School, Terryville, Connecticut.