Wellesley, Mass. Branch Boston Post Office, as second-class matter.

Wellesley, January 20, 1914.

No. 15.

COLLEGE CALENDAR.

Sunday, February 1, Houghton Memorial Chapel, 11:00 A.M., preacher, Dr. Gordon of Boston.

7:00 P.M., Missionary Vespers.

Wednesday, February 4, College Hall Chapel, 7:30 P.M., Christian Association. Address by Dr. William McConnaughey, "Sources of Strength."

St. Andrew’s Church, 7:15 P.M., address by Elizabeth McConnaughey, 1904, "Getting the Most out of College."

Friday, February 6, College Hall Chapel, 6:30 P.M., Glee Club Concert.

Mary Hemenway Hall, 8:00 P.M., Senior Promenade.

Saturday, February 7, College Hall Chapel, 7:30 P.M., Glee Club Concert.

OFFICERS OF THE ADMINISTRATION.

A summary of the list of officers of the College in the calendar for 1913-14 just issued, yields a total of 187 names. Professors number 30, two of this number being absent on leave; associate professors, 30 with two absences; instructors, 67 with three absences for the present year. This calendar for 1913-14 is notable for the return to the list of several names well known to the annual calendar of some years ago. One of these names is that of Dr. Julia Josiphine Irvine, professor of Greek, '90-'91, president of Wellesley College, '91-'99. Those who were so fortunate as to be members of Mrs. Irvine’s classes in Greek will receive the entries of the students who now enjoy the fruits of her study of French renewed during her long residence abroad since she left Wellesley. Another gratifying return to the calendar lists is that of Associate Professor Maude Gilchrist, Wellesley ’86-83; B. S. ’87 Iowa Normal School; Getttingen University, ’96-’97; M.A. University of Michigan, ’07; instructor in Botany in Wellesley College, ’86-86, who now re-enters the department of Botany from Michigan Agricultural College, where she was for two years the head of her own large department. In this return of two women who have reached eminence and success in administrative positions, the College is greatly honored, while the strength of the attraction of the teacher’s profession for any one who has really entered it, re-ceives distinguished testimony.

EXAMINATIONS.

March always finds in college certain students who are wondering why they did not reach passing or credit grade in this or that course. Long observation convinces me that in a vast number of cases the perplexity need not arise if it were possible to do away with the prevalent confusion between a correct and a satisfactory answer. Correctness is a suitable standard for a primary teacher to use, whereas the college instructor must often ask, not merely whether your answer is correct, but what command of the subject it showed. I once heard a student say, “A correct answer must be marked 100 per cent. You can’t be more than perfect.” But is correctness the only element of perfection? If you can play a nocturne without mistakes, does that mean that you are the rival of Paderewski? Indeed an answer should show originality, and give intelligent reasons for dissent—there is something admirable in paper of that sort. Or she might select a few salient points to expand, or express the same thoughts in different words, or explain what seems convincing and what still seems puzzling—anything, in short, to show some sort of reaction of her own mind. And she might, alas! write better English than Miss B. There are also many bad ways of answering a question, but I suppose every instructor will agree that among all there is hardly a worse, where the subject leaves room for independence, than parrot-like rehearsals of textbook outline or lecture-note. MARY S. CASE.

DR. STANTON COIT’S LECTURE.

On Monday, January 26, Dr. Stanton Coit, the secretary for the Massachusetts Department of Public Welfare, spoke in College Hall Chapel on the "New Awakening of Democracy in England." Dr. Coit was born in the United States, studied in Germany, and is now a British subject. He is the leader of the Liberal Party in England and has been engaged in social work there since 1888, when there was a reaction against democracy. As Bernstein said, "The backbone of the proletariat had been broken," by the armed opposition to the Chartist movement of 1848, and it was not until the beginning of a new century that moved the whole people to enthusiasm that England re-awoke from social lethargy. To this sudden eagerness for democracy which manifested itself in France and Japan, in the United States and Russia, and in the general movement, sociologists have assigned only one cause. For a half century specialists in England had been agitating for reform along single lines, but, by the beginning of the nineteenth century, increasing poverty had made it possible to realize that one remedy was adequate, only a synthesis of all the things at which specialists had been working could bring about reform of society. There are no longer fields.

Here, Dr. Coit struck the keynote of his lecture. "Social solidarity," the characteristic that distinguishes democracy in England from democracy in America. England has class distinctions that we pride ourselves on having abolished, but she has no individualism. A man is a member of a class and is too proud to rise out of that class on the shoulders of some of his fellow-members; a class is an integral part of the whole people and is never recognized. This nondi-

vidualistic sense of solidarity is at the basis of Eng- lish socialism; there is no cry of "Every man for himself and the devil take the hindmost," but a very gradual socialization of the sources of wealth and the determination of the real wealth of the nation. On the other hand, the social legislation of Lloyd-George—the Old Age Pension, the insurance Bill, Income (and Super) Taxes, Death Duties,—is a step towards this new democracy.

In England, men feel that the impulse for re-

form should come from the leisure classes, from the men who have time to plan and act, and there they are getting away from the individualism which made the educational classes, especially. Besides, in England, the man of leisure is not the result of the exactions of the social classes, but a result of the social and economic condition of the country. Dr. Coit thinks there is a menace to nationality and the higher patriarchalism were introduced from France and America. In England the demands of the working classes and the efforts of women are not signs of class enmity, but action in the belief that if you want a thing badly enough you must get it. It rests upon everybody, particularly on the leisure classes, which is, in America, the class of educated women, to understand the needs of all people, to want "social solidarity" and nationality so earnestly that they will work to bridge the social gap.

Here in the United States, where our nation is made up of a steady influx of peoples from fifty-one sources we are in danger of losing all social equality of thought, and are therefore are in danger of losing all social equality of thought, and are therefore (Continued on page 4.)
EDITORIALS.

Academic Aburdity.

There appears in another column of the News a well-deserved and rather spicy bit of advice on "How to Take Examinations." Some of us have made our acquaintance before and have remarked with a pleasant sense of amusement, "That certainly is true! Aren't we absurd in the way we take examinations?"

We certainly are absurd in the way we take examinations. Also in the way we take the "Academic." Did it ever occur to us that we have no right to be amused at our absurdity,—that this very absurdity is a sufficiently serious charge without the additional offense of a tolerant and humorous estimate of it?

Perhaps it is not clear what we mean by absurdity. It is the idea that a college course which in many cases degenerates further into a chip-on-the-shoulder air toward academic responsibilities, a surpicious quest after "snaps courses" and an approved attitude toward examinations may lead us to believe that we are generalizing rather freely, and "criticizing" too indiscriminately. There certainly is a great deal of genuine genuineness of the work we do and a pleasure in the insight into some of the real treasures of study. But, honestly speaking, when we have taken stock of all of our real scholarly interest, there is a surprising amount of unwillingness in us, to boot. We have often wondered whether we are not afraid to appear to ourselves genuinely scholarly for fear of being dubed "grinds." There is a sting of tolerant contempt in that word strangely at variance with our corporate aspiration to "high ideals." Scholarship is nothing else than a high ideal, and to give it anything less than our deepest appreciation confers on us of a dangerous insincerity in our profession of loyalty to high ideals in general.

This train of thought has been forced upon us by the message of the convention in Kansas City. That message was the summons to a purposed life, one which has at its base a working faith, one which has as its keynote a fearless practice of high ideals, one to which the greatest possible dishonesty is multiplicity of any sort. If we are content to be mediocrities, let us, in the name of honesty, cease to prate about ideals. If we have ideals, let us, in the name of self-respect, cease to be afraid to fulfill them in a frank and earnest love of scholarship.

Conversations.

Every small boy is ashamed of being good. He would rather take a licking any day than have the disrepute of having the other fellows call him a "goody-goody" or a tell-tale. He tries by every possible means to hide his virtuous bringing up, or "let on" that there is any virtue in him.

Perhaps it is too much to say that every college girl is ashamed of showing she's been to college, or when she's in college of showing that she has any really large interests. But from the conversation that is prevalent in many dormitories and at more dance-tables, it is a little hard to realize that this is the expression of thought of girls with well-trained minds, who are surrounded with interesting opportunities.

The careful effort that we make in vacation time to hide from our friends the fact that we are learning anything in college,—indeed, the apologies we may feel that this has an academic flavor,—is amusing if we stop to think of it. We come to college with the expressed determination of gaining a cultural education, and then carefully conceal all traces of the culture when gained. It is really difficult sometimes to realize that the culture is present at all.

Another reason that we give for coming to college and particularly to a large college, is that we gain from it a large and broad-minded—where there is opportunity for intercourse with so many girls we will surely never be narrow. The opportunity is here, the girls are here, but the intercourse is in so few cases broadening. It is a fact that is too evident. The enthusiasm with which skating, the weather, the possibilities of an extra day's vacation are discussed, leaves no energy for any talk about broadening subjects.

The Freshmen have come to judge us. They say that though we would really rather discuss interesting phases of college life with upper class girls who have had much more experience in it than they, all the upper class girls ever talk to them about is going to bed early and not worrying about exams. They feel that perhaps the upperclass girls do not feel them to be intellectual equals, but the question is whether the Freshman—Upper Classman conversation is so different from the Upper Classman's conversation among themselves? It is true that small groups of girls get together and have serious conversations—desperately serious conversations—together. They discuss questions of religion and philosophy and settle them for all time. They give the right answer and their own soul and until the conversation becomes morbidly introspective. Such talking undoubtedly has its advantages and it has very great interest for the people who are engaged in it. But it is likely to be done only in very small exams and by girls who are so intimate that they are almost sure to be deeply influenced by each other's prejudices. More serious, more sober general conversation is what we need—not on all occasions, of course, but to occasionally strengthen our respect for other college women and for ourselves.

OVERHEARD IN THE NEWS OFFICE LAST MONDAY MORNING.

Editor-in-Chief (slamming the door): Where are those girls? They can't have exams to-day. Who wants a News in midyear anyway?

Enter Sophomore reporter.

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STUDENT GOVERNMENT MEETING.

The second student government meeting of the year was held in College Hall Chapel on Wednesday afternoon, January 21st, at 4:30, P.M., Margaret Elliott presiding.

Two petitions for a change in the existing Sunday rules regarding concert attendance in Boston were presented. The first was not accepted; the second was passed as read (with one addition) and will go before the Faculty. It reads as follows:

"We, the undersigned, do petition that to each senior of Wellesley College the following Sunday permission be extended to include concert attendance on Sunday in Boston, in that each senior may be

I. PERMITTED.

A. To attend Sunday morning church service or concert in Boston, twice during the college year.

B. To make use of Sunday permissions at her own discretion, and

II. REQUIRED.

A. To register for return not later than the last train leaving Boston before 6:30 P.M., on Sunday.

B. To take no meals in Boston or any outside of Wellesley on Sunday when this travelling permission is used.

It was moved and carried that a clause be added sanctioning the transfer of one or both privileges from one senior to another.

Dorothy Hill reported on the Swarthmore student government conference. Some of the interesting facts she gave concerning other colleges, will be found elsewhere in this issue. Miss Elliott and she both commented on the general impression which the conference left, that Wellesley still stands in the simplicity and efficiency of its form of government.

Blanche Davis presented a suggestion from the tree committee that the orations be given in the morning of Tree Day, rather than between the pageant and dancing. It was moved and carried that the order of events on Tree Day be so rearranged.

Raeble Davis gave a report of the work of the advisory committee. The committee has arranged a complete file which records the points carried by every student. The committee has also represented the association at the meetings of the Wellesley village improvement society. Miss Davis suggested that the members of the committee which are duly authorized, each year, to become regular members of the improvement society. Her suggestion was made a motion and carried.

The appointment of Anne Taylor as a senior member of the Joint Council, in place of Olive Croucher, was made permanent by vote of the association.

Various appeals were made from the floor; notably those of Gretchen Wiss for help in the fortnightly entertainments at Denison House; of Margaret Stitt

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MIDYEAR MUSIC.

Immediately after Chapel during midyears Professor MacDougall will play the following selections:

Tuesday, January 27.

Melody in F birthday—Moszkowski
Festive March — Henry Smart

January 28.

Morning (Peer Gynt) — Grieg
Aragonaise (Le Cid) — Massenet

January 29.

Serenade — Widor
Marche corse (Queen of Sheba) — Gounod

January 30.

Gigue — J. S. Bach
Gavotte — Ch. Neustadt

January 31.

Bourree in D — J. S. Bach
Brautzug — Carl Bohm

February 4.

"Still as the Night" — J. Bach
Chant des Soldats — Silas

February 5.

To a Wild Rose — MacDowell
Grand March (Aida) — Verdi

February 6.

Torchlight Dance (Feramors) — Rubinstein
March (Leonore Symphony) — J. Raff

February 7.

Variations on a folk-song in the style of various composers.

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SOME INTERESTING FACTS ABOUT OTHER COLLEGES, LEARNED AT THE SWARTHMORE CONFERENCE.

Those who heard the Senior-Junior debate of last year, on the subject of the honor system, will be interested to know that this system is used at Western Reserve, Wilson and Swarthmore. It is reported that the faculty at Swarthmore approves highly of the honor system. There are no proctor examinations and no pledges are made out before examinations.

In view of our own non-compulsory chapel attendance it is interesting to note that the chapel services at Mt. Holyoke, Swarthmore, and Vassar are compulsory, while at Barnard, attendance is non-compulsory, and services are held twice a week at noon.

In the printed report of the proctor system as it is employed in different colleges, this enlightening statement is made about Wellesley: "There is very little trouble connected with proctoring. Although there is no proctor system, it is not really necessary, as every one assumes the responsibility of a proctor." It is too bad that most of us have not had the opportunity to see this aspect of our proctor system!

At Vassar the mias in all college houses are included in the fire drills. This seems like a sensible regulation.

Smuth has not enough Student Government to be able to send delegates to the Swarthmore conference.

MUSICAL VESPERS.

SUNDAY EVENING, JANUARY 23, 1914.


Organ: Andante cantabile . . . . . . . . Schönert (From "The Unfinished Symphony").

Choir: "When Light and Darkness" . . . . . . . . . . Edwin Brouce Organ: Vesperal to Puerilis . . . . . . . . Wagner

The Wellesley College Choir.

Solo: Miss Diehl.

Professor MacDougall, Organist.

LOAN COLLECTION OF FRAMED PICTURES.

The Art Department calls attention to the fact that since many pictures from the Loan Collection are returned or exchanged at the end of the first semester, a number of interesting ones, including Japanese and other colored prints, are now available for the rest of the year. These may be seen at the Farnsworth Art Museum at any time between 8:30 to 5:30 P.M. All who are interested are invited to inspect them.

DIED.

In Wellesley on December 28, 1913, Leander C. Perkins, only son of Mr. and Mrs. Emerson O. Perkins. Mr. E. O. Perkins, the predecessor of Mr. Austin, was superintendent of the College buildings and grounds from '97 to '10. Mr. Perkins was devoted to the College, and his son Leander grew in the knowledge of all the members of the College at that time. The "Townsmen" for January 16th publishes an interesting poem by Mr. Perkins.

AMERICAN WOMAN'S TABLE AT NAPLES.

To Alumnae and Other Mount Students interested in Scientific Research—

The American Woman’s Table at Naples furnishes an opportunity for research to those interested in biological, chemical, and physical sciences. Applications for this use of the table should be addressed to Mrs. Albert D. Mead, 283 Wayland Avenue, Providence, Rhode Island.

The Naples Table Association also offers a $1,000 prize which will be awarded in 1915. Papers for this prize must be submitted to Dr. Lillian Webb, Goucher College, Baltimore, Md., before February 25, 1915. Any one interested in obtaining further information in regard to the terms under which the prize is awarded, may obtain circulars giving the conditions of award from Mrs. Mead, Secretary of the Naples Table Association, or from the undersigned.

ELLLEN F. PENDLETON.

(Continued from page 1)

DR. STANTON COIT’S LECTURE.

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Overture: Sympathy. (With Chorus)
Bible History Prelude: Oriental Bagdad. Solo
History 13 Anthem: International Rag.
Mixed Voices
English Comp. Intermezzo: I Like Your Style.
Organ
Philosophy 16 Vorspiel: Here's to Love," Solo
Grand Finale: As We Dream. Chorus

History Exam. As made out by the Astronomy Department.
(Answer any four, also the fifth.)
I. Estimate the angles calculated in the exploration of North America. Give all you know for and against.
II. Calculate the distance from American flora to fauna, including the Gulf of Mexico. If so, why so?
III. Given the ecliptic and the eliptic on October 20, 1492, estimate the amount of religious tolerance in English Colonies from 1603-1685. Consult Almanacs if necessary.
IV. Indicate the leading constellations in the Anglo-Russian convention. Give reasons.
V. Show by diagrams the dates, aims, provisions, present strength and effectiveness of Ursa Major in the Triple Alliance.

b. On your empirical self.
III. Give three arguments to establish:
a. The empirical unreality of a paper-bag lunch.
b. The effect upon the respiratory system of a walk from the village to College Hall with especial reference to time and space.
IV. Under what categories would you place:
1. The relation of Posture to Efficiency.
2. The possibility, actuality and necessity of exercise in the form of an ice carnival.

(Zoo Exam. Made out by a Student.)
I. What is the most effective way of neutralizing the odor of formalin? Discuss relative merits of carbons and Florida water.
II. If on Lab. days lunchbox consists of fish hash, is it preferable to eat or to go without? State views on both sides.
III. If, when walking with a man, an insect alights on your shoulder, is it more effective to pick it off and classify it or to squash? (We realize that it depends a great deal on the man.)
IV. How can one perform a dissection neatly and cleverly with a penknife? With a hat pin?
V. What, if any, are the advantages of knowing the nervous system of the worm? (Suggestion—Consider from the standpoint of: (1) the fisherman; (2) the worm that turned.)
VI. Do you think the Zoology course will help you meet more expediently your tasks in after life as (1) a suffragette; (2) a womanly woman? (Optional.)

Bible Examination.
(As made out by the Zoology Department.)
I. Imagine yourself one of the frogs in Egypt. Tell what you would eat, how you would develop and what your system of digestion would be.
II. Name and classify the animals mentioned in the Book of Job. What do they show in support of natural selection?
III. Did Adam believe in evolution? Why? Why not?
IV. Dissect the story of the whale. Draw your conclusions.
V. Tell all you know about the origin of the earth. If not, why not?

Chemistry Examination.
(As made out by the Psychology Department.)
I. Describe in detail the emotional experience of various liquids.
II. Analyze your consciousness upon the following occasions:
(a). Formation of hydrogen sulphide.
(b). Combustion of impure hydrogen.
(c). Conclusion of calculation.

III. Explain by introspection the results of mental evaporation.
IV. Diagram the train of associations experienced in recalling equatons.
V. Classify the following as experiences:
Specific gravity, concentration, pressure, density, solution, freezing point and wet displacement, precipitate.

Education Examination.
(As made out by the English Composition Department.)
"Nest bird tree boy. I see a nest. I see a nest in the tree.

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NEWS NOTES.

'96—Jennie R. Beale has been elected president of the Philadelphia College Club for 1913-1915. Miss Beale and her committee are planning a vigorous campaign for new members.

'95—Nan Cobb sailed on August 16 for Japan. She accompanied her brother who is a missionary there, and expects to be absent for three years.

'95—Maud E. Capron is teaching science this year in the high school at Newton, Massachusetts. Another Wellesley graduate also teaching there is Georgette Grenier, 1910, instructor in French.

1900—Matilda von Beyersdorff has just returned to this country after an absence of eight years. She holds a position in the Rogers Hall School for Girls at Lowell, Massachusetts. She is in charge of the German Department and is to have also a class in French, one in Italian and one in the history of Italian painting.

1901—Catharine Dingley has just returned from a year's absence in Europe.

1904—Mrs. Clarissa Hastings Chapman has built a summer home at Falmouth, Massachusetts, and occupied it for the first time last summer.

1905—Estelle Glancy took her Doctor's degree in astronomy at the University of California in June. She immediately accepted an appointment on the staff of the Observatory of Cordoba in the Argentine Republic.

1906—Rhoda Todd is teaching in a private school in New York City. Josie Belle Herbert of 1908 also teaches in the same school.

'84—Grace Perry gave the annual Durant Memorial address this year. This address was afterwards published in the November number of the WELLESLEY COLLEGE NEWS.

'94—Clara Brewster Potter opened this fall a new school for girls and young boys, known as the Summit School at Summit, New Jersey. She takes a limited number of boarding pupils. The school is divided into the Kindergarten, Primary, Intermediate and Advanced Departments.

'94—Helen BAAs Montgomery took part as one of the leaders in the Young Women's Christian Association conference held at Northfield, Massachusetts, last summer.

'90—Anita Whitney is at the head of the Civic League of California, a non-partisan educational organization of the women voters of California.

'90—Mrs. Grace Cilley Tebbests of Alameda, California, has returned to her home after a summer spent in New England.

'92—M. Alice Emerson is teaching English in Miss McClintock's School in Boston.

'93—Anna Pockham, '93, has been for three years Associate Professor of Mathematics in Denison University, Granville, Ohio, and acting head of the department for the past year.

'92—Laura C. Green holds a position in New Rochelle, New York.

'94—Rosina Vivian has given up her position at the College, which she had held for so many years and has become the financial secretary for the Women's Educational and Industrial Union of Boston, Massachusetts.

'95—Bertha March sailed on December third for Bermuda, where she expects to spend the winter. She is staying at the Harbour View, Pago-East, which is run by Mary Chess Lockwood. '95.

'95—Mr. Clarence S. Dempsey, husband of Susan Goddard Dempsey, has resigned his position

ALUMNÆ NOTES.

as superintendent of schools at Malden, Massachusetts, which he has held for two years, and accepted a similar position in Haverhill, Massachusetts. They left Malden in November.

'96—Among the lectures announced for the winter are lectures at the Public Library in Boston, to be given by Frank H. Clarke, husband of Mary Meehan Clarke. Mr. Clarke's subjects for both lectures are: "The March of the Turks." 

'96—Edith Marr Rhoades is president of the St. Joseph, Missouri, College Club, organized last spring.

'96—John Young Van Winkle is chairman of the Local Committee at Salt Lake City, Utah, of the National Education Association, department of school patrons.

'96—During her stay in England this last summer, Professor Whitney visited Mrs. Cordelia Neeves Marriott at her new and permanent home, Cornwell Dale, Weybridge. Colonel Marriott is now relieved from the command of the Norfolk Regiment and is on staff duty for his remaining years of service.

'97—Clara Shaw, with a friend, spent her Christmas vacation in Bermuda. While there she dined with Mary Chase Lockwood and Bertha March. She is now in England.

'97—Florence Crofoot spent part of her summer traveling in Canada, taking among others that beautiful trip of "down the Saguenay." 

'97—The Bryn Mawr European Fellowship to the value of five hundred dollars for a member of the graduating class was awarded this year to Yvonne Stoddard of Boston, who was prepared in Mary E. Rogers' School in Boston. Miss Stoddard held the First Matriculation Scholarship for the New England States during her Freshman year.

'98—Ruth S. Goodwin takes the position in Miss Porter's School at Farmington, Connecticut, from which Jessie Clark Macdonald has just resigned.

'98—Helen L. Summer, a special agent of the Children's Bureau, has been appointed chief statistician of that Bureau, and thus becomes one of the highest paid and highest-ranking women in the civil service. Miss Summer, who is also native of Wisconsin, is well-known as an economist, a writer on labor, and an original investigator. It is the feeling of those in Washington who are acquainted with her work that her choice is an admirable one.

At the University of Wisconsin she was for two years an honorary fellow in political economy and a correspondence instructor. In 1908 she received the degree of Ph.D. With Professor John R. Commons of Wisconsin, she collaborated in research work for the American Bureau of Industrial Research. In 1909 and 1906 she made a special investigation of equal suffrage in Colorado for the New York College Equal Suffrage League.

She is the author of "The White Slave," "Labor Problems" (written with Thomas A. Adams, formerly Secretary of the Interstate Commerce Commission), "History of Women in Industry," and "Industrial Courts in Europe." She is associate editor of the "Documentary History of American Industrial Society."

'98—Evelh D. Hubbard has built a house on Waban Street, Wellesley, which was ready for occupancy in September.

1900—Alice I. Hazeltine took her Master's Degree in June, at Wellesley. Her thesis subject was "A Study of William Shenstone and of his Critics."
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Edna M. Hubley is teaching commercial subjects in an academy in the New Hampshire mountains.

Alice W. Farrar has a position in the High School at Brockton, Massachusetts.

Helen Farwell teaches chemistry and elementary Latin in the Walnut Hill School at Natick, Massachusetts.

Margaret Peterson has charge at her home in Honolulu, Hawaii, of a Girls’ Club in which are Reform School girls who are out working on probation. There are Hawaiian, Portuguese and part Chinese girls in the club.

During the 1908 reunion a suffragist of the class took an inventory of their political affiliations. As a result they found twenty-six for women’s suffrage, twenty-nine against and nine indifferent.

Permenia Curtiss, who has been studying musical composition at Washburn College, Kansas, has written several songs.

Annie E. Valentine is to teach this year in the township High School at Princeton, Illinois.

Among those taking their Master’s Degree from the College in June were Margaret Healy and Evelyn M. Walmsley.

Mrs. Elizabeth MacMillan Culver moved last year from Norwood, Massachusetts, to Wilmington, Delaware, where her husband is manager of the dying departments of the Joseph Bancroft Company.

Mildred McIntosh, in addition to her office work as Deputy County Treasurer of Rawlings, Wyoming, is doing some newspaper work.

Marguerite McIntosh has a position as soloist in the Universal Church at Norwood, Massachusetts. Miss McIntosh is the coach for the Girls’ Glee Club of the Arlington, Massachusetts, High School, and takes private pupils in singing with a studio at 201 Clarendon Street, Boston.

A Berdina Kingman is teaching in the High School at Brockton, Massachusetts.

Estelle E. Littlefield, who taught mathematics for four years in the Shippen School in Lancaster, Pennsylvania, spent last year at home with her family at Brantford, Ontario, Canada.

Marguerite McIntosh sang before the Daughters of Maine at one of their recent meetings in Somerville, Massachusetts.

Ernestine Fuller, M.A., Wellesley, 1911, who for three years was assistant in astronomy and physics in Wellesley and for the past year has been instructor in astronomy in Wellesley College, holds this year a position as assistant in the Astronomical Observatory at Bryn Mawr College.

Grace McDonald is studying law at the University of Washington in Seattle.

Died in South Hadley, suddenly, January 22, Miss Louise Rogers Jewett, Professor of Art in Mt. Holyoke College, and sister of Associate Professor Sophie Jewett of Wellesley College, whose death occurred in 1909.

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