Wellesley College News

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WELLESLEY COLLEGE NEWS

COLLEGE CALENDAR.

Thursday, February 19, Houghton Memorial Chapel, 5:00-5:30, P.M., service, with address by Rev. Edward H. Sullivan; Feldus P. Mason, Class of 1920, College Hall Chapel, 7:30 P.M., lecture by Miss Charlotte Porter on "The Shakespearean Stage." Houghton Memorial Chapel, 5:00-5:30 P.M., service, address by E. O. P. Gifford. Sunday, February 22, Houghton Memorial Chapel, preacher, President Albert P. Fitch of Andover Theological Seminary of Cambridge.

7:00, P.M., special music.

Monday, February 23, College Hall Chapel, 7:30 P.M., reading by Mr. Alfred Noyes.

Wednesday, February 25, College Hall Chapel, 7:30 P.M., Christian Association, Mrs. Davis R. Dervey, "Labor Laws for Women in Relation to the Consumers' League." St. Andrew's Church, 7:15 P.M., Miss Whiting, "A Pure River of Life."

THE VOCATIONAL GUIDANCE CONFERENCE.

A large and enthusiastic open Vocational Guidance conference was held in College Hall Chapel on Tuesday afternoon, February 10, President Pendleton conducted the meeting, and the speakers were Mrs. Harriet Baxter Ido, Wellesley '97, Miss Marion Reilly, Dean of Bryn Mawr College, representing the Philadelphia Bureau of Occupations, Miss Margaret Drexel Stevens, Secretary of the New York Intercollegiate Bureau of Occupations, and Miss Florence Jackson of the Boston Woman's Educational and Industrial Union.

Mrs. Ido showed the opportunity for true social service in rural schools and the need for trained teachers in country schools, telling particularly of the conditions in the state of Vermont. Vermont's population is widely scattered and thirty-six per cent. of the people are engaged in agriculture. This population consists almost entirely of native born Americans who resent any thing in the nature of missionary work. For this reason the teachers who go to work among them must enter fully into their lives, and take part in all the community interests. The two great services which can be done for these people are to break down their isolation and to show them the real opportunities offered by farm life. Workers who can make the schoolhouses social centers will do much toward socializing the community, and teachers who can teach the girls domestic science and the boys agriculture will create a right spirit toward farm life.

Dean Reilly, in speaking of the work of the Philadelphia Bureau, told of the large number of positions which had been secured through it for trained workers. She advised the many girls who come out of college with no particular training and with no very definite plans for the work they wish to enter, to seek administrative and executive positions, as statistics show that such positions offer the largest salaries and the greatest opportunities for growth. The best training for such work is to begin in an office-boy position. Such a position gives the best opportunity for collecting facts, and knowledge of facts is the most important asset for an executive position.

Miss Snow emphasized the point that however precious our college education is to us, on leaving college we have only begun to be valuable to the world. The average college girl needs training for her life work so greatly that she actually owes money to the employer who gives her training or lets her serve an apprenticeship, and should, theoretically, not expect money from her employer. Extra training, and if possible a knowledge of stenography are necessary before a college girl will have a business value. Miss Snow said that from the reports from Washington she thought every kind of work was open to women except stringing telegraph wires. It is evident that a place is waiting in the world for any woman who will work effectively and with intelligence.

Miss Jackson spoke of the rural schools as outposts of the world. She said, further, that the question for the college woman in business life is the question of what she will do with what she has learned. It is possible to learn in college that rare virtue of punctuality, a virtue which has the greatest business value.

In closing the meeting President Pendleton said she was glad that all the speakers had emphasized the college woman's unpreparedness for the occupations other than teaching, and urged, as did the other speakers, the strong desirability of technical training before entering the business world.

VALENTINE PARTY.

"The Queen of Hearts, she made some tarts
All on a summer's day.
The Jack of Hearts, he stole the tarts
And took them all away."

This was the theme of a short sketch in three acts presented at the Barn on Saturday evening, February 14. The old story of the tarts was enacted in a Wellesley setting with Wellesley people as characters. The Queen of Hearts, Marjorie Sley, '16, baked tarts out of botany tags, Glee Club tickets and other ingredients of the same order, and the Jack of Hearts, Carrie Travers, '15, dressed as a true enough knave, did the traditional stealing act, which led into complications with the Audience Committee, which were solved by due sobriety near a plum pudding—"G. L. R. R." which the Barn artists produced with an eye to Shakespearean settings.

Besides these two principal characters, and the Council, the stage held a motley array of College girls,maids, a butler, and many fat Kewpies with huge red bows and tiny wings adorning their backs, who added much to the general pleasing effect of the costumes.

After the curtain, the Kewpies passed trays of doughnuts and served hot coffee to the audience, and for the rest of the evening there was dancing.

Minum Vedder, 1916, and Edith Gilhey, 1916, wrote the play, and the committee in charge was as follows: Chairman, Elma Dilman, '15, Mary Scarlett, '15, Jean Newton, '16, Lucy Stewart Docking, '16, Margaret Beebeek, '17, Harrriet Bullard, '17, Elizabeth McNaughten, '17.

THE SOPHIE JEWETT ALCOVE IN COLLEGE HALL LIBRARY.

To this collection of books, in Miss Jewett's name, has been added a volume by her hand, "Folk Ballads of Southern Europe," transcripts and analyses of ballads in fourteen languages and dialects. The translations, which preserve the color, the music and the passion of the originals, were, many of them, made for Miss Jewett's Wellesley ballad course. The book, with the others written by Miss Jewett, has been appropriately placed in a gilded Florentine book-case adorned with the arms and emblems of the city which she loved.

The recently completed additions, so far as possible to preserve the "SOPHIE JEWETT ALCOVE" for readers of the special books which it contains, and therefore to ask that students will use their note-books and their works of reference in other parts of the library (as long as these are vacant). This plan is made in the hope that this quiet corner of the old library with the fern in the window, the portrait on the table, and the books of poetry on the shelves, may be like a chamber of peace in the heart of a busy workshop.

EL CIRCULO CASTELLANO.

At the last meeting of the Circulo Castellano on February 9, Mrs. Mabel G. C. Smith of New York City gave a lecture on "The Land of Spain," in Spanish, in which she referred to as the first realistic novel, in a series beginning in Spain and represented in France by Le Sage and in England by Fielding. The lecturer explained how the conditions in Spain, after the discovery and colonization of America might produce the picturesque novel and illustrated its general characteristics by selections read from the life of the "placaz" Lazarrito. The meeting was held at the home of Miss Helen J. Sattorn, honorary member of the Circulo.

PROFESSOR MILLER'S LECTURE.

The Geology Lecture Room was crowded to the doors and windows, literally, on last Wednesday evening, when Professor Miller of the Case School of Applied Science lectured on "Sound Waves and Their Analysis." Not many of the audience had ever before seen moving pictures of their own words, so to speak, but they were then and there shown exactly how their conversation looks.

After a brief discussion of the facts of sound in general, Professor Miller proceeded to a consideration of sound waves, simple and complex, and explained how such a complex sound as that of a bell could be resolved into its component sounds, and how the exact wave motion for each component could be ascertained.

After explaining by means of lantern slides how any simple pendulum motion could be transferred to paper and be shown there as a sine-curve, Professor Miller gave illustrations showing how any complex wave motion could be thus transferred and then resolved into curves corresponding to each wave motion.

Professor Miller then explained the very complex and delicate mechanism which he himself has invented for the phonograph, of sound waves and finally, by means of a more simple machine which he laid out in the lecture room, threw onto the wall a rapidly moving spot of light which as it moved proved a continuous line, and as Professor Miller spoke into the horn of the machine, moved up and down in the curves corresponding to the wave motions of his spoken words.

Professor Miller's present laboratory work is a study of certain musical instruments, chief among them the glockenspiel.
BEING BELIEVED IN.

We all know the "I'm-so-sorry-dear" type of person, and at this time of the year we rather dread her. When we surreptitiously receive a blue note, or a card with not quite enough credits on it, the thing we want to do most is to keep a still upper lip. It is sometimes difficult to do so sincerely, for no matter how much indifference we may show to the outside world, we do care, and when we're alone, something tells us we do.

Fortunately, perhaps, for the world, we have a certain amount of pride which keeps our wailings muffled, and most of us have enough "gigger" to solemnly promise not to let it happen again. Then just as we are holding our heads nicely up, we meet her:

"I'm so terribly sorry, you poor dear," she says, "It's a shame!"

Now in the name of Common Sense, we ask: Could anything be more disheartening? Of course it is a shame, but why parade our shame around Centre, pin rosesmary on it and say, "There, dear!" Why, instead, don't we wish of how we wish to be treated ourselves, for our own "ultimate good?" Neither pitied nor scorned, but just believed in.

The man who, through neglect or stupidity, loses his job, doesn't ask for pity. His one cry is, "Give me a chance again." He shuns sympathy more than condemnation, but he does want that belief that will try him again.

To be believed in is the biggest inspiration any of us can have. To have people believe that we can do something fine will help us more than any other outside aid, to make good. Isn't the instructor who has most faith in our abilities, the one for whom we most enjoy working? And doesn't that very belief in us bring out our latent powers in a surprising way? Likewise, the friend who insists on believing in us is one of the finest incentives there is.

After we've passed the Sadly Sympathetic One, it's so good to meet her. She says, "I'm sure you can do it, just show them!"

We all know we can do it if we try hard. And the more we have to conquer, the bigger girls we'll be for the coming 1. Then looking back, how much we can thank the people who believed in us.

COLLEGE FRIENDSHIPS.

We have recently heard the bold generalization that college girls are peculiarly prone to believe in something called "corridor acquaintances," that we make our friends simply because we live near them and find them convenient for fastening our dinner gowns and lending us sugar. We might accept that as an explanation for making friends; it is perhaps the starting point. But, when it is offered as the reason for keeping them, we are inclined to contradict vehemently and uncompromisingly. Then we wonder, if the Critical has any standing in college life, cannot be a shockingly superficial, hypocritical affair and our most admirable emotions and valuable susceptibilities must be dying from neglect. If, on the other hand, the Critical were as mistaken as we would like to claim, the depths and heights of college life would be far more apparent than they are. We regret that we cannot justify a generalization on our side, but we question the generalization of the Critic. Some students must have who have never gone beyond the initial step of friendship and these have found a spokesman in the writer of "corridor acquaintances."

To some of us have trifled with our friends far beyond fudge and turbans and have found big, quiet friendships so precious that we cannot silently listen while the existence of worth-while friends in college is denied.

CLASS ATMOSPHERE.

A Wellesley class room is an interesting study. If we undertake to analyse the atmosphere we are sure to be elucidated and likely to be pleased. Many of us, being imbued by long experience, have ceased to notice the peculiarities of our class-room attitude, or, maybe, never have felt them. But some of the less sophisticated ones have at times found something lacking and have experienced a vague restatement. Recently a visitor, after listening to a recitation in a popular course, expressed the difficulty nearly in the following words:

"The subject and its presentation were splendid, but the girls gave nothing. They let the instructor do all the work."

That was notifying, but true. Our recitation methods are rather shoddy. Volunteered opinions are rare, and when directly called upon we stumble through a few drowsy remarks in an apologetic tone which belies any conviction we may have on the subject. The phrases of sentence structure fall from our lips—subjectless, full of solecisms, with coherence and unity thrown to the winds. Moreover, the general attitude seems to be that there is no particular necessity for exciting ourselves in recitations. If the course is interesting and the instructor inspiring we obligingly convert ourselves into sponges and absorb, without effort, what is poured into our receptive ears. If the course is stupid, even the effort of being a sponge becomes superfluous. We realize that the above sweeping statements do not apply to all. Behold, here and there, scattered thinly on the front rows are several eager ones. They are attentive, they ask questions, they become excited. The reluctant immolars look on with mangled tolerance and skepticism. They are apostates to the creed of the hordes. They are working for standing, or possibly—unusual thought—they are interesting. Why, there is no actual antagonism, but an intangible barrier exists between them and the rest of the class.

This attitude of unfeigned indifference is puzzling, when we consider Wellesley's high scholastic standing and the fact that the propagation of knowledge is her "mission d'etre." If we seek reasons we are met with protest that one returns to college nowadays for a liberal education and all-around development, and that we cannot devote all our energy to the academic side alone. That is true enough. The days of intensive preparation glorified at Quivriddle and the old universities were abandoned. But the broad education of to-day does not necessarily imply a diluted one. If cultural education is worth undertaking at all, it is worth undertaking with interest and enthusiasm.

We believe that the reason for this popular attitude of being bored with classes, of shunning the critical eye, and of lack of interest in all subjects, lies deep, and is less complimentary. In fact, we think it is a pretense. Though most of us are proud of Wellesley's ideals, and entertain the belief that we are here to be inspired with a love of truth and an eagerness for knowledge, we are ashamed to acknowledge it. We conform, sheep-like, to a supposed popular prejudice against displaying "a liberal and intelligent eagerness about the things of the mind." We are above such taboos, with us, rather than be branded we turn our natural enthusiasm into side channels, become vitally interested in athletics, pursue non-academic activities with the greatest zest, haunt our devotion to the cause of Socialism or Woman's Suffrage,—and scrupulously conceal any interest we may have for the most worth-while of all—academic pursuits.

This kind of mild hypocrisy is so easy to acquire that we hardly realize we are practising it, but it is none the less detrimental to the spirit of class rooms and the tone of our whole intellectual life. If we were more honest with ourselves and, having the adverse criticism of the Philistines, would give sincere expression to our finer enthusiasm, the regime of the indifferent ones would come to an end.

CONSUMERS' LEAGUE MEETING.

We are peculiarly fortunate in being able to hear Mrs. Davis R. Dervey, an exceptionally interesting vivacious speaker, admirably qualified to talk on many economic phases relating to women and children, who will address the Christian Association on February 25 on "Labor Laws for Women in Relation to Consumers' League." Mrs. Dervey is in the work of the League and the Consumers' League is connected with the Massachusetts Institute of Technology and is also the editor of the American Economic Review. In her own person she is a woman of great importance in Boston's economic and administrative circles. She served for some time on the Board of Trustees of Children's Institutions, where her child work lay in place of unfortunate children out in families instead of condemning them to institution life for paupers. Now she has the distinction of being the sole woman member of the State Board of Labor and Industries whose duty it is to enforce all laws regarding safeguards, sanitation and hours. Her special force, as always, is the condition of women and children in industry. On this most vital subject of universal interest, on the close active relation of the two elements—costs and prices of labor—she will dwell. The enforcement of labor laws for women. Mrs. Dervey will briefly address us. All the members and friends of Consumers' League are urged to avail themselves of this exceptional opportunity. Miss Calkins will conduct the meeting.
“THE PIGEON.”

Mr. Leland T. Powers, head of the Leland T. Powers School of the Spoken Word in Boston, read Galsworthy’s play “The Pigeon” at the first of the Education Recitals, held on Monday evening, February 17th.

In speaking of Mr. Galsworthy’s plays Mr. Powers said that their most striking feature was that they left their hearers with a feeling that the play had conveyed to them a deeper meaning than perhaps the authors knew. Mr. Powers fully succeeded in presenting this deeper meaning of the play through his carefully differentiated portrayal of the nine characters who take part in it. The contrasting elements of the play, represented by the kind-hearted and generous Mr. Welwyn and his scientific philanthropic daughter Miss Ann were clearly brought out. Indeed each character of the play was given a distinct personality. Especially clever was Mr. Powers’ differentiation between Mr. Welwyn and the Vicar, men who resembled each other in many points and were products of the same environment. The drunken cabman was realistic and very human; and the Frenchman, as far removed as he was from the cabman in personality, also was a very real character.

As an encore Mr. Powers gave “The Last Duchess,” by Browning.

FREE PRESS.

Guests.

If you have been seeking a convenient as to have recently received an important note through the “village male,” be not alarmed and do not lose heart. Just realize that others have received similar messages before you—others who had more wonderful minds than you possess.

These failures may seem now to be the only things which mar our happiness at college. Indeed they will spoil our good times and our dispositions as well, if we allow it. Instead, we are going to strive above worry and useless firing and know that we are better off than our brilliant neighbors since we have a bigger thing to accom- plish this semester. If we take failures cheerfully and courageously, it will mean much more in the end. They will strengthen and better fit us to help others in the future. If we look at them sensibly, we shall see that failures are not evil impetus to make us unhappy—they have a higher mission. They have come to us because we have invited them, either consciously or unconsciously. It is now our duty and right to treat them in the proper way. We are not going to hate, scorn, or be ashamed of them. Is it not up to us to deal with them justly and wisely since they are ouratest guests?—1916.

A SUGGESTION FOR CHAPEL SERVICE.

We all agree that morning chapel is what we want to put us in the right relationship with our classmates, but, wonder, does the chapel really help us or is it we ourselves who do the helping? The service gives us, to be sure, twenty minutes of quietude every morning, but does it do more? We could have those same minutes of quiet every morning in our rooms with “Busy” signs on the doors, and the Scriptures read in Chapel we could read to ourselves in the seclusion of our rooms. Since it is we who have the interpreting to do, my plea is, let us all have a short talk each morning instead of the Scripture reading? I mean such a talk as President Pendleton gave us at the beginning of this semester, for she did, indeed, arouse us to a sense of our responsibilities and a determination to do the best that we can.

PUNCTURES.

“Well and how’s the world going with you these days?” said the dentist in his most cheerful tone as he fastened a square of white linen under my chin and sent the chair jerking five notches higher.

“It’s not going at all well,” I answered dimly.

“I’ve just flunked Comp.”

“Too bad,” was the sympathetically cadenced reply as the white-coated officer of the Inquisition turned to the glass cabinet wherein reposed the instruments of torture. “What do you think,” he went on reverting to his former cheerfulness, “I’ve just bought a new car, a beauty, one of the 1914 Cadillacs.”

“How nice,” I said staring gloomily at the little wheel that was going to buzz so musculously in a few minutes. Really, it was bad enough to have to celebrate getting a flunk note by going to the dentist’s, without having him appear so callously interested in his own concerns. At least he might ask some sympathetic questions and offer some of the usual trite consolations; even reproaches would be better than nothing.

“It’s a splendid car,” went on the animated voice. “I drove my last one four years and had hardly any trouble. I don’t believe I had more than a dozen blow outs or punctures in all that time. You know, it’s a funny thing, but flunks are a good deal like punctures, I found that out in college myself. You go spinning along in your car, thinking well you she runs, and congratulating yourself that that back tire is going to stand the strain all right even if it is a bit soft, and you look at the scenery and think what a fine, jolly world this is, and then all of a sudden, bang! Out you go, and there is the tire with a nice long gash in it. Sometimes you laugh, more often you don’t, but either way you decide that autoist’s luck isn’t always to be relied upon, and that hereafter you’ll play on the safe side and keep the tires well blown up. Then by the time you’ve got a fresh tire on, and some of the dust and dirt off your hands and clothes, you find that you enjoy ‘going’ even more than before.”


AN INCIDENT.

There was a knock at my door. I called, “Come,” without looking up. Helen burst in.

“I say, Ruth, are you awfully busy?” I continued to write hastily.

“Just trying to finish this letter before the postman comes,” I said shortly.

“ Beg your pardon; just wanted you to make tea,” she said slamming the door. In a few minutes she returned. “Have you any alcohol?”

“On the bookshelf,” I replied tersely, it being in plain sight. “You have our other bottle, haven’t you?” I questioned as she was leaving.

“Yes, but every one on the first floor has used it, and there hasn’t been a drop in it for weeks. I’ll have it filled for you sometime,” she promised recklessly.

Soon she interrupted again. “Have you any tea?” was her request.

“No,” I answered, the tea being the property of my roommate.

The next time she did not stop to knock, but came rushing in.

“Have you any lemons or sugar? Granulated will do just as well as loaf.”

(Continued on page 9)

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SUFFRAGE LEAGUE MEETING.

On Monday evening, February 16, Miss Price, an anti-suffrage worker of Ohio, spoke at a closed meeting of the Suffrage League at Tau Zeta Epsilon. Miss Price gave a clear and interesting explanation of the grounds on which her party opposes the equal suffrage movement. The anti-suffragists feel that any demand based on “woman’s rights” is retrogressive because there can be no individual right in matters which concern the State. They feel that the disfranchisement of women would not be for the good of the state because, according to the recognized principles of specialization, woman could not efficiently do her own work and the governing work of men; that it is not necessary for the feminine half of the state because woman is treated as justly under the law as man and the woman in industry has many special privileges. Moreover, the anti-suffragists feel that the ballot of women would not be practically advantageous because, theoretically, entrance into politics will be calumniating and parthian will hamper a united fight for better conditions; and, actually, improved legislation has been achieved no more rapidly in equal suffrage states than in states where women have worked by forming public opinion. Finally, women, without the franchise, are classed not with imbibles and criminals who are incapable, but with the men in the army and navy who surrender the vote because by doing so they can best serve and protect the country.

In spite of the weather and several other events for the evening, there was a fair attendance of students and members of the Faculty. Miss Price’s address was followed by a lively and interesting informal discussion.

DEUTSCHER VEREIN.

A meeting of the Deutscher Verein was held at the Zeta Alpha house on Monday evening, February 16. The chief interest of the evening centered in Dr. Lowenberg’s talk on the German theater. Dr. Lowenberg quoted Lessing’s saying that in his day Germany had no theater, no actors, and no public. This, Dr. Lowenberg said, is the state of affairs in regard to the American stage today. The Germans took Lessing’s criticism to heart, and, as a result, the German theater now has a thoroughly serious and artistic tone. The acting is dignified and vivid, and the actors are not made machines by hasty-night stands. The plays given are varied and of a high type. Shakespeare, Goethe and Ibsen being frequently given. The theater is an important factor in the education of German young people, and they discuss thoroughly the plays that they see. In America the people go to the theater for recreation; in Germany a theatrical performance is treated with the same respect as are our symphony concerts.

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FLUCT.
To Annie Jones, to Edward Kur;
To all the likes of her and him.
Be troubles fat and chances slim!
Where'er I call on Annie Jones
For Edward Kur I know she groans.
Where'er with Edward Kur I walk,
Of Annie Jones is all his talk.

I took Miss Annie for a ride,
I showed her all the country side.
She looked at me—oh look so kind—
"Of Edward Kur you remind me."

"Oh dear gallant young Lockinvar,—
How much like Edward Kur you are!"
E. Kur my dearest friend has been;
Last night he told me with a grin:
"To you my latest thoughts I own—
As much, almost, as to Miss Jones!"

"Of inmost thoughts I have not many
I do not share with you or Annie!"
My chestnut hair is turning white,
I do not sleep by day or night.
At Annie's feet I am a worm.
At Edward Kur's remonstrance I shrivel.

To Annie Jones, to Edward Kur,
To all the likes of him and her,
Be troubles fat and chances slim!

POPULARIZED COLLEGE CALENDAR.
SUNDAY.
Open!
(Definition of term—Each girl produces the best appearing man of her acquaintance.)
MONDAY.
College begins to sober down after prom: "the academic" becomes the all absorbing interest.
A few devote the evening to the artist's recital.
TUESDAY.
Anticipation of flunk notes!
Musical talent (?) displayed at the Barn; the freshman class turns out in a body. Many revive interest in debating.
WEDNESDAY.
The Wellesley Blue!
Flank notes appear and imperceptible gloom settles over the student body. So many new resolutions made that this was mistaken for the first of January.
THURSDAY.
Disconsolate groups gather around center. Each explain just how "It" happened. The freshmen contemplate the murder of the math. department.
FRIDAY.
Groups begin to dispense, deciding that "What is done, is done!"
Dame Rumer grows less agitated.
SATURDAY.
The Weather man attempts to imitate Whittier's "Snow Bound," but is disappointed. Boston trains still popular; this attitude as yet unaccounted for.

THE LETTER.
(With Apologies to Henry James.)
I came into the room to find Hattie quietly reading a book with a preoccupied air, so unusual to her, that I knew at once something must be wrong.
"Hi!" I said softly, for I felt this simple exclamation would attract her attention, and yet convey to her that I was in such a frame of mind as to be able to sympathize readily with any mood she might be in.
She looked up at me and threw into her glance a look evidently intended to make me feel that my presence was quite unnecessary. "Hello," she murmured drawing herself up in her chair, "it's nice out, isn't it?"
"What," I asked, boldly saying the words which I knew would require some sort of decisive answer, "is the matter?"
"Have you," she answered and I realized she would tell me nothing important,—"any adequate reason to suppose something is?"
I pondered this awhile. "No!" I said finally, "none whatever; you were merely silent and you are not generally silent, you know."
"I am silent except when I am talking," she said with quiet dignity. It seemed to me that I had blundered incurably and she, with her illuminating discernment and ability to see things as they were, had genuinely set me right. Nevertheless, I could not wholly lose the feeling that something was not, in view of her usual buoyancy, as it should be.
"How is Tom?" I asked casually, yet sure that he might be the cause of her subdued spirits, "is he well?"
"I have," she answered, again resuming her book, "no reason to suppose otherwise. Why—" she went on frankly staring at me, "this sudden interest in him?"
"Oh! I don't know; merely a passing curiosity to know if you heard from him by to-day's mail." She turned a few leaves hastily to give the impression that she had been reading steadily during our conversation, but she did not deceive me: I knew she was listening to me.
"Don't I usually hear from him every morning? Surely you jump to conclusions quickly, don't you?"
"What conclusions," I asked innocently, amazed at her astuteness in reading my thoughts, "do you think I have jumped at?"
"Conclusions regarding Tom," she said with an air of finality, which completely baffled me. She regarded me quizzically and waved her hand about in the air, accidentally upsetting a near-by vase which fell to the floor and broke. She did not notice it, however, so latent was she now upon the subject under discussion.
"You know," she said—"your questions give me the sense of—she mused a little,—something or other."
"The sense of what?" I asked.
"My dear," she replied, "that is just what I wanted you to say, too."
So then she had the art of making people say what she wanted them to. Wonderful girl indeed! My exasperation got the better of my usual sublety.
"Did you get a letter from Tom?" I asked. It was a crude way to phrase my question, but I felt I had to know something definite.
"No!" she said angrily, getting up preparatory to leaving the room,—"I didn't, but does it concern you?—she turned around in the doorway to scowl at me with her expressive eyebrows,—particularly?"
And I realized, after thinking about it, that all things considered, it didn't,—particularly.

"Quoted from Henry James' novel, "Remembrance."

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AND GIFT SHOP
The Alumni Committee regrets that a typographical error in last month's report made possible the inference that the gift of $100,000 had been withdrawn. As a matter of fact, the "conditional gift," but the condition on the gift was withdrawn.

The following chairs have been appointed since the last statement in the News:
Eastern Maine Club Committee, May Ella Taf, '98.
Springfield (Mass.) Club Committee, Lucy Dow Cushing, '92.

Total of money and pledges reported to February 1, 1914:

<table>
<thead>
<tr>
<th>Club</th>
<th>Cash</th>
<th>Pledges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona and New Mexico</td>
<td>60.00</td>
<td>$126.00</td>
</tr>
<tr>
<td>Berkshire</td>
<td>13.00</td>
<td>285.00</td>
</tr>
<tr>
<td>Canada</td>
<td>7.00</td>
<td></td>
</tr>
<tr>
<td>Central California</td>
<td>81.00</td>
<td>187.00</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td>869.72</td>
<td>1,530.00</td>
</tr>
<tr>
<td>Colorado</td>
<td>66.88</td>
<td>450.00</td>
</tr>
<tr>
<td>Detroit</td>
<td>75.00</td>
<td>411.00</td>
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<tr>
<td>Eastern New York</td>
<td>75.00</td>
<td>330.00</td>
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<tr>
<td>Fitchburg</td>
<td>88.00</td>
<td>490.00</td>
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<tr>
<td>Iowa</td>
<td>1.00</td>
<td>100.00</td>
</tr>
<tr>
<td>North Dakota</td>
<td>13.50</td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>66.00</td>
<td>196.00</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>62.50</td>
<td>67.50</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>774.00</td>
<td>2,221.00</td>
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<tr>
<td>Southern California</td>
<td>45.00</td>
<td>606.00</td>
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<tr>
<td>Southern States Committee</td>
<td>75.00</td>
<td>481.00</td>
</tr>
<tr>
<td>Syracuse</td>
<td>521.00</td>
<td>150.00</td>
</tr>
<tr>
<td>Washington, D. C.</td>
<td>117.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>150.00</td>
<td>125.00</td>
</tr>
</tbody>
</table>

$3,130.60 $8,465.90

The large increase in the amount of money received is due, as appears in the lists, to the success of the entertainment given by the Cleveland Club.

---

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THE DEPARTMENT OF MUSIC.

The Department of Music at Wellesley College, founded in 1875, now in the 1913, has undergone a number of notable changes and expansions since its inception. Mrs. Allard, the late president, was a prominent figure in the field of music and directed the school of music from 1875 to 1904. During her tenure, the college established a training-school for music teachers, and the department of music grew significantly.

In 1904, the college decided to cease the study of music as part of the general education. As a result, the school of music was reopened in 1913, with a focus on practical and vocational training. The department of music was reorganized, with the aim of preparing students for careers in music teaching and performance.

The department of music now offers a wide range of courses, including theory, composition, and performance. The college has established several music departments, including the department of opera, which was founded in 1875. The department of music is also home to a number of music societies, including the student orchestra, the choir, and the chamber music society.

In recent years, the department of music has received a great deal of attention for its dedication to the study and performance of music. The department has received numerous grants and awards, and its students have performed in several major musical events around the world.

In conclusion, the department of music at Wellesley College has a long and distinguished history, and its contributions to the field of music continue to be significant. The department is committed to preparing students for successful careers in music, and it remains a vital part of the Wellesley community.

CHANGES OF ADDRESS.

Mrs. Bertha Thayer Flint, 1904, from 8 Moore Avenue, Worcester, Massachusetts, to 69 Maple Street, Aurburndale, Massachusetts.

Ada M. Bruner, 1911, from Brooklyn, New York, to 175 Prospect Place, Rutherford, New Jersey.

Daisy Ethel Trowbridge, 1912, to 261 Harvey Street, Germantown, Pennsylvania.

Elizabeth F. Jackson, 1913, to 120 South Thirty-fourth Street, West Philadelphia, Pennsylvania.

Pauline Darby, 1918, for six months, to Clencen, 5th, Munich, Bavaria.


ENGAGEMENTS.


Hester E. Young, 1912, to R. Charles Thompson, Massachusetts Institute of Technology, 1913, of Winchester, Massachusetts.

Nell Campbell McCoy, 1911, to William Logan Shriver, Pennsylvania University, 1914.

Mary Frost Snyder, 1910, to James Vincent Monroe of Tacoma and Wenatchee, Washington.

Esther Randall, 1910, to Bruce Barton, Amherst, 1917.

Laura Shirk Bauman, 1911, to Lawrence C. Porter, Yale Scientific School, 1917.

Kathleen C. Burnett, 1913, to Archie F. Winter, Harvard, 1913.

BIRTHS.

In Brooklyn, New York, on July 3, 1913, a son, Dwight Holmes, Junior, to Mrs. Dorothy Raymond Ellis, former of 1913.

In Kutztown, China, September 14, 1914, a son, Vincent Gibbons, to Mrs. Welhelmina Gibbons Cooper, 1909.

On January 18, 1914, at Harrisburg, Pennsylvania, a daughter, Helen, to Mrs. Helen Austin Wadsworth, 1907.

DEATHS.

In Washington, D. C., on January 17, 1941, Charles Baker Godfrey, owner of our Mabel Godfrey, Swemsworth, 1939.

On November 10, 1913, Franklin Bruner, father of Ada M. Bruner, 1911.

In Middletown, Connecticut, on December 8, 1913, Miss Mary A. Richardson, sister of Alice M. Richardson, 1909.

LITERARY NOTES.

"Ann of Ava" is the title of a new book by Ethel Daniels Hubbard, 1890, along the lines of memor-
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The Wellesley Inn was entertained at luncheon on Friday, December 26th, by Jessie Clair Macdonald, who helped to organize the club twenty-five years ago and who has recently returned to Washington as principal of the National Catholic School for Girls. A large number of members were present, and fully enjoyed the delicious luncheon and the entertaining talks which were given after words by Miss Macdonald, Katherine Williamson of the Class of 1914 and Mrs. Isadore Bernard, president of the club. Miss Macdonald told of the formation of the club. Miss Williamson gave an interesting account of the latest college events and Mrs. Bernard spoke of her visit to Wellesley last June.

87—The opponents of Woman Suffrage, who appeared before the House Committee on Rules at Washington, in December, included in their list of speakers Miss Alice Vese George, 87. The most elaborate argument against the extension of suffrage to women was presented by Mrs. George.

87—At the recent Bay State Suffrage Festival held at the Copley-Plaza, Boston, Massachusetts, Mrs. Mabel Wing Castle, a member of the Lexington Equal Suffrage League, with others of the League, held charge of one table.

88—Sophonisba Breckinridge was on the committee of ladies who received Mrs. Pankhurst on her visit to Chicago.

89—Mrs. Lucinda W. Prince spoke on November tenth before the Home Economics class of the Wellesley Hills Woman’s Club on the work of the School of Salesmanship connected with the Boston Woman’s Educational and Industrial Union and Simmons College, Boston, of which she is a director. Miss Helen R. Norton, 1905, assistant director in the same school, spoke December tenth before the class on “Selection of Materials” and “Simple Tests for Quality.”

92—Mrs. Louise Pope Johnson was a delegate from the Cleveland Wellesley Club to the June session of the Graduate Council. She and her sister, Mrs. Helen Pope Stanley, formerly of the class of ’95, were guests at the College through the greater part of Commencement week.

92—Candace Stimson has been chosen by the New York Wellesley Club as one of their representatives to the Graduate Council. Miss Stimson is chairman of the Finance Committee of the Student-Alumni Building Fund.

93—Adelaide Smith has assumed the principal-ship of Snel Seminarly, one of the older schools for girls on the Pacific coast. In August she entertained in honor of Franklyn Muller.

93—Mary Roberts Tucker has just returned from China. She gave an interesting account of conditions there when responding to her host at the Alumni luncheon.

94—Mary Bowles Buerger has spent several months recently in study at the University of California.

94—One of the speakers at the luncheon following the reception at Wells College on the inauguration of the new president, President Macmillan, was L. Gertrude Angell of Buffalo Seminary, who spoke as representative of Schools.

95—Gill Langhini has just returned to her law practice in Denver, Colorado, after spending several months at Carmel and San Francisco.

95—Anna K. Peterson spent this last summer in travel through Norway and Sweden. She returned this fall to her seventh year of teaching in Claremont, California.

95—Elva Couter is teaching in the High School at Natieck, Massachusetts.

95—Mary Chase Lookwood gave a delightful Wellesley tea in January to those Wellesley Alumnae who were in Bernorma. Among those present were Ethel Sperry Makepeace, 1900, Theodora McCutcheon, 1903, Ethel Burnham Wells, ’96-98, and Bertha March, ’95.

95—Mary W. Capen sailed on September 6 an route to India, Ceylon, China, Japan and Korea with her father President Capen of the American Board of Foreign Missions, who, with others is to represent the Board at the Centennial Celebration of the beginning of mission work in India.

96—Caroline Rogers Hill sailed on the France nia on January 8th for several months in Egypt and Southern Europe.

96—Pauline Sage is taking a course of study at the National Training School of the Young Women’s Christian Association, New York City. This includes work at Columbia University.

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