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The Wellesley News (02-03-1916)

Wellesley College

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Wellesley College News

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VOL. XXIV.

WELLESLEY, FEBRUARY 3, 1916.

NO. 15.

COLLEGE CALENDAR.

Sunday, February 6. Houghton Memorial Chapel, 11.00 A.M., Dr. Cleland B. McAfee of Chicago, 7.00 P.M., Vespers. Special music.


Friday, February 11. Senior Promenade. Glee and Mandolin Club concert, Billings Hall, 7.00 P.M.

Saturday, February 12. Russian concert, 3 P.M. Tea dances, 3 to 5.30.

Glee Club concert, second performance, 8.00 P.M., Billings Hall.


THE STUDENT-ALUMNAE BUILDING.

(The Pictures are Views from the Proposed Site.)

The firm of Pond and Pond of Chicago has been chosen by the Student-Alumnae Building Committee to furnish sketches of the proposed building on the site recently granted by the Trustees, the westery slope of College Hall Hill. The work of Pond and Pond (for the most part in and near Chicago, has covered a wide range such as usually falls to archits who do not purposely limit their field and has gone beyond architecture to problems of housing, city planning, education and philanthropy. A short biography of Mr. Allen B. Pond, a member of the firm, states "No problem of Chicago life has escaped the illumination of his clear and concise thought and direct act. To this he has added a critical power of high quality, a thorough knowledge, love and understanding of all worthy forms of art."

Of all the buildings erected by the firm, the one that holds most interest for those in touch with the Wellesley problem is one but recently completed, the Student-Alumnae Building for the University of Michigan at Ann Arbor. Mr. Cram wrote of this building in a personal note to Mr. Pond, as follows:

"You know that one of my aims is the development of consistent, logical and beautiful architecture in America, that is contemporary and national, and yet do not put itself off from that architectural sequence and succession which must express the continuity of our tradition and of our culture. In everything you have done I have felt increasingly that you were achieving this personal object of my own better perhaps than anyone else in the country, and your designs for this Michigan Union assure me that I am right. Really, you know, the dignity and beauty of your design combined with its thoroughly national and racial character, give this scheme a rather unusual place amongst the works of contemporary architects, and if your modelly work as your congratulating the authorities in my name on what they are about to achieve, then I shall have to write them directly myself and to this end."

It has fallen to the lot of these architects to design various groups and single buildings devoted to educational and to sociological uses, and frequently the two in conjunction; such, for instance, as Hull House, the social center provided over by Miss Jane Addams, with which Messrs. Pond and Pond have been connected in professional and other ways from its very inception; and such also as Chicago Common, whose head is Dr. Graham Taylor. Such as numer-

Baptist Home Missionary Training School, this latter building having received the first gold medal of honor from the Illinois Chapter of the American Institute of Architects. This medal is bestowed each year under prescribed conditions upon some building which it is conceived by the jury combined perfect functioning with the highest appropriateness of design. Hence it will be noted that practicability, in such matters as kitchen layout, supply of fresh air, eye comfort, ease of operation and directness of control receive as close attention as the design of the facade itself. In fact, it is a working theory of these architects that the building must be designed from within outward; expressing on the exterior the function and character dominating within. A reasonable demonstration of such a theory is not apt to produce commonplace results, and commonplace, the critics generally agree, does not characterize the work of Pond and Pond, however simple the means employed or however austere the effect. The senior member of the firm was two terms president of the American Institute of Architects—the national body—and represented the institute and the government at the International Congress of Architects in Rome and Venice in the fall of 1911, addressing the body in both these places, and speaking before the Royal Institute of British Architects a few weeks later. This latter honor and privilege has come to but few American architects,—only, we believe, to Messrs. Cass Gilbert, Thomas Hastings and Ralph Adams Cram, all of whom, as is Mr. Pond, are members of the National Institute of Arts and Letters. Mr. Cram being elected at the recent meeting of the Institute and Academy in Boston. Frequent reference to the work of Pond and Pond as well as contributed writings from their pens will be found in the columns of the representative architectural journals in Boston.

We are fortunate to secure for the first sketch solutions of our problem a firm that has so lately won this high praise for a building which is coming to have great importance in the student community. The unique character of our site and requirements at Wellesley call for both experience in similar problems and versatility in architectural expression.
MIDYEAR BLESSINGS.

The other day, an unvaried instructor suggested that her class read a few chapters ahead, during the midyear "vacation." And the class groaned, as one tortured soul, "Vacation!"

Well, isn't the examination-time aassets, in some ways? And wouldn't it be refreshingly original for girls to stop shivering and brushing their mental teeth at its approach, just once, and count: their midyear blessings? Evil or no evil, it is a firm fact. It couldn't hurt, and it might possibly help, to play up a little bit harder, with a systematic determination to get your clouds turned inside out (silver linings, you know!).

Of course, it is hard to see anything "true, useful, or helpfully beautiful" in spending cramped hours over a paper, or a handful of seminar notes. And if I even suggest that there may be a joy in constituting yourself an intellectual clearing-house for the nonce, and in straightening out your mind's top-hung-drawer of miscellaneous information, you will probably lay down my noble efforts with scorn and incredulity. And so I won't; President Pendleton has already reminded us, anyway, that examinations are really an opportunity.

What, then, are these hidden blessings? First, there is the blessed relief from routine. No matter how many examinations you have, free days are left out of the two-week period—free from classes and books, and daily studying; free to take long swinging walks in the January cold, to skate (we hope for ice), to go to bed early, to mend that dress that Mary of the Freshmen gave you to mend in Christmas to read the books that wait patiently for your attention, and to cultivate your friends anew. No one, not even the holiest scholar, studies all the time; and midyear is a social event, with its teas and time, you admit.

Just count the blessings we've stumbled on, already, in the course of a mere rambling thought. There is one more, too, that is a very real one, and that is the metronomic music. Listening in the friendly quiet of our chapel, we might almost wish midyears came oftener.

ESPECIALLY FOR 1919.

The Freshman-Sophomore debate, last Friday night, resulted in 1919's victory. This gives evidence to the fact that some freshmen, at least, are well-grounded in the principles of forensic writing. The delivery of '95's team was frank, retentive, excellent, showing wonderfully quick thought and clever turning. The main argument, however, was less stable. In the minds of the speakers, no doubt, the argument was clear, but we in the audience, while agreeing in the strength of points, were able to understand them in fragmentary bits only, due to lack of proper rounding out and summarizing. The impression was blurred, whereas, benefiting from the freshness of the classes in composition, gave a perfectly clear and precise idea. We do not mean, for a moment, to criticize the debaters. Our purpose is to show the advantages which forensic work affords. To the
debaters on 1919's team this practise in organization and clear presentation would be invaluable as a supplementary asset to their already acquired skill in detecting fallacies, and turning seeming adverse arguments to their own advantage. But to those who revel not in "word-war," who care not for such battles of wits, the advantages from Eng-}

lish composition 2, 3, or 4 are also very great. The training afforded in the making of material in coherent groups, in drawing up a plan from point to point, in definitely expressing and clinching the point, is what one acquires almost involuntarily in the Sophomore composition courses. We who have had Sophomore composition, may outwardly regard those who lack it, but we have got to live and work; we inwardly pity you because some one doesn't require you to take a course which we are sure will be invaluable to you. If you really are not interested in the subject, in cases of self-improvement, and of becoming the best that College can make you, take, if possible, an argumentation course your Sophomore year.

WILLING A WAY.

For over a year the big organizations for War Relief Work have been conducting their campaigns for contributions to supply the most obvious needs of the sufferers in Europe. Their task is not yet completed, and has been constantly augmented by additional demands which were less apparent at first but are now none the less deserving.

Some of these minor problems of relief have recently come to the notice of our College community. Aside from being opportunities to give aid, they are especially appealing because they contain a great deal of the joy of giving is so simple and direct that contribu-
tions through them promise the satisfaction that comes from a personal gift. Besides, since we are among the first to hear of these requests, it would be a privilege to be among the pioneers. But the very number of these demands only complicates further our duty toward the war victims. How can we justly support one cause and not the other? What if the funds are divided, we ask ourselves, for it is impossible for each girl to support all the causes. Evidently we need to be reminded that there are additional ways of showing sympathy than by means of gifts. Given the advantage of hearing the appeals first, why not spread the news to friends "back home"? They, too, will appreciate a chance to render this more personal service, and from their larger sphere of resources make a generous response.

This is but one solution to the "giving problem." And it is only fair to our best selves, and to those sincere groups of people who are endeavoring to alleviate suffering, that we should try to do our part to respond.

RECEPTION FOR MR. AND MRS. GREENE.

On Saturday evening, January 29, the "Great Hall" of Tower Court was the scene of a most enjoyable reception which Miss Davis gave for the Senior Class, its honorary member and his wife, Mr. and Mrs. Edwin Farnham Greene.

After singing many of the Wellesley songs, a musical program was given by Hazel Watts, Rachel Donovan, Helen Kennedy and Laura Jennings, and since Miss Davis kindly extended the music hour, the class danced with itself the remainder of the evening.

Mr. and Mrs. Greene and Miss Davis were heartily cheered and sung when the party broke up, and now the Seniors are hoping for another such chance to meet their brother and sister.

APPOINTMENT BUREAU TALK.

At the Senior Class meeting, Friday evening, January 28, Miss Mary Caswell gave an interesting and instructive talk on the workings of the Appointment Bureau. She showed how varied were the positions to be filled and gave some statistics concerning appointments made and salaries received.

In closing, Miss Caswell left a very profitable piece of advice when she urged the girls to apply for every position which they think suitable, but be sure they work they intend to do. It is always easy to refuse a position if it does not prove satisfactory and it is most advisable to have as many possibilities open as can be found.

ALL-COLLEGE MASQUERADE.

Last Saturday night at the Barn, a great many girls from all classes joined in an all-college masquerade competition. Of course there was dancing, to the tune of a fine "man-orchestra." In the midst of the dancing, a gayly costumed group of students poured in—the Kn Klux Klan—from the Maple. On the stage was represented the latest cutes of "Vogue." The cover of the costume was a very attractive design of a "real-life" automobile. Within its covers were represented all varieties of spring coats, hats, tea dresses, and suits in the latest style. Each girl filed past the judges to be inspected. Hunpty Dumpty was adjudged victor in the matter of costume. The refreshments consisted of candy sticks and the excellent music.

NORTHEFIELD LEAGUE MEETING.

Miss Harriet Broud of the Boston Y. W. C. A., Miss Porter of the Boston Vincent Club, Miss Mary Fay, chairman, and Helen Dorrans, Wellesley, were among the speakers at a fellowship meeting of the Boston Northfield League of con-
ference girls and the Boston Northfield Club of former seminar girls, held in Boston on January 29. Mr. W. R. Moody of Northfield made an address.
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17 Leime St., City.

Chiswick, The Mall.

My dear Walton,—A more languid complacency seems to me more dangerous than almost any other mood could be. At any rate, I pledge myself, though I am a very busy man, to hang back in no way if any one will answer your question and mine of "What is to be done."

I am, dear sir (with many thanks),
Yours faithfully,

William Morris.

LOST.

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PHI BETA KAPPA LECTURE.

"Biography" was the subject of the Phi Beta Kappa lecture given by Mr. William Roscoe Thayer at Billings Hall, Thursday, January 27, at 8:00, P.M. Mr. Thayer described Biography as the key to the best society the world has known,—"the bridge for society" consisting, not of those highest in rank, but of those men and women who have emerged from the crowd. Biography has made live for us again great heroes who had been anonymized by history. They have been stripped of the too-great consciousness imposed upon them by a mistaken idealization, and endeared to us by their very human failings and inconsistencies. The Washington whom history portrays to us as a steadily self-controlled man, Biography reveals as one who, could, on occasion, "swear like an angel from heaven." No great man is too great to receive us into his real life, and let us share the intimate concerns of his every-day life, as well as the glory of his public career.

Besides giving us the charm and individuality of the man himself, Biography takes us into the midst of the life of his times, showing its richness and variety, its preoccupations and its real values. By giving us a human setting for history, it vivifies the past, and gives pertinence to the teachings of products and kings. It shows us human the sources of the great movements which have shaped history. Its concern is not with the surface of events, but with the depths and heights of life.

The primary interest of Biography is in the individual. Therefore, a great historical figure is not necessary for a great Biography. An obscure person with a vivid personality, with freshness and individuality, can become the subject of a great Biography.

But if a great subject is not needed, a great biographer is, and they are more rare than poets. For the art of Biography requires, in addition to the artist's creative ability, a combination of three rare qualities: Detachment, which inures fairness, knowledge, sympathetic imagination. Equally with other arts, it demands totality. It must show, as far as possible, the natural unfolding of one art from another. It must so subordinate the habitual four-fifths of the subject's life to the distinctive one-fifth as to show the spontaneity of that one-fifth as the determining factor, without submerging utterly the normal traits. Totality is to literature what symphonies are to art. And in the last analysis, as is the case with any literature, it is the literary quality of the Biography which accounts largely for its distinction.

Compared with fiction, Biography is both at an advantage and at a disadvantage. As to the former, it can use nothing that is not true—it can bridge over no missing links, illuminate no uncertain places. On the other hand, it can create no characters comparable to those of Biography. Its range is limited to heroes of man's creation. The biographer has life itself for material, and the greatest men of all time for his subject.

Towards the close of his lecture, Mr. Thayer touched briefly upon "Autobiography." To some people, he said, autobiography is distasteful because it seems self-conceited. This is not always the case—often it is only the result of the writer's need for self-expression. Sometimes, it is true, autobiography does indicate self-conceit. But self-conceit seems necessary for the development of some talents, as the secretion in an oyster is necessary for the pearl—and we can overlook a good deal for the sake of a pearl.

FRESHMAN-SOPHOMORE DEBATE.

On Friday evening, January 28, in Billings Hall, the Freshman debating team met and defeated the Sophomore team, the question for discussion being, "Resolved: That for women co-education is preferable to the segregation of the sexes in the higher institutions of learning." The Sophomore team, which argued the affirmative of the question was composed of Anna Paton, Daisy Atterbury and Dorothy Glenn, with Katherine Moller, Helen Broe and Bessie Mead as alternates. The Freshmen were represented by Throop Stranam, Helen Morrell and Isabel Boyd as speakers, and Elizabeth Zalaf, Frances Whitney and Vera Hemenway as alternates.

In spite of the fact that the judges, Mr. Magee and Miss Perkin of the English Composition Department and Professor Harry Tottal of Massachusetts Institute of Technology, rendered the decision unanimously in favor of the negative, the debate was a remarkably close one. Both the affirmative and negative arguments were extremely well-developed and logical, the affirmative showing the clearer organization. However, in the rebuttal the negative team evinced an alertness of thought and quickness of reply which probably won for them the debate. The delivery and stage presence of the speakers deserved especial notice, the Sophomore presenting their case with a satisfying deliberation, while the Freshman argument, although a little too rhetorical, was so vigorous as to make the debate most interesting and animated.

FACULTY RECITAL.

Miss Blanche F. Brocklebank, Pianist.
Miss Mina B. Montgomery, Soprano.
Thursday, January 27, 1916, at 4:30, P.M. at Billings Hall.

PROGRAM
Rondeau in E major, Op. 19, No. 3
Rondeau in F minor, Op. 25, No. 2
Chopin
Waltz in A flat major, Op. 34, No. 1
Miss Brocklebank

Die Lotosblume... Schumann
Ein Traum... Grieg
Couche de Soleil... Massenet
L'est du dix, l'est bon (Hedieide)... Miss Montgomery
Reverse
"Man ich fremal!"... Strauss-Tausig
Miss Brocklebank

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FACULTY NOTE.

Miss Alice V. Waite, Dean of the College, was the guest of the New York Wellesley Club, last Saturday, January 22, and made an address in every way worthy of her effective climax, the $450,000 gift for the new Administration Building. Professor Kendall spoke also, and made another impressive and delightful speech at the Cosmopolitan Club a little later. M. C.
PARLIAMENT OF FOOLS.

A VALENTINE.

You’ve lost somewhat the freshness of your youth,
Your garb is old, and dingy, of a truth,
No outer beauty yours, no pride of dress.
Your charms ‘twere hard to designate—unless,
You have a title, to be sure, and store
Of treasured wisdom which is vastly more.
For these, although they say you’re “on the shelf”!
They seek you. Ah, but—I love yourself.
Come with me, do; Oh, give me but one look.
I want you so—why be reserved, fair book?

When I was very young indeed,
And wore a “Mother Hubbard”
I went to school in winter time—
Coated, capped and rubbered.
But now that I am old and wise,
I go without a hat
And walk to school in dancing-pumps—
And get the gripe, at that!

AFTERMATH.

Jane came to College
In the fall, in the fall,
She wasn’t after knowledge,
Not at all, not at all.
So she danced and she te’d,
Saw each play—she did indeed—
And the term went by with speed.
That was all.

We lost our little Jane,
After math, after math,
And we fear her papa’s pain,
And his wrath, and his wrath.
While she danced and she te’d
She forgot—she did indeed—
What would be her rightful need
After math?

WISH.

I think that I should like to be,
A sprawly, twisty apple-tree.
A poplar tree is better looking.
But I like apples best for cooking.
Who ever heard of poplar pie?
You never did, I guess, nor I.

L’ENVOI.

I guess I will not get a prize
For this poor stuff.
But if I’m all the one that trize,
Then that’s enough.

BOARD OR BROAD.

I

This is a very sorry tale, and how it came to be.
II

Once was a portly freshman, who narrow walks deplored.
She thought that the authorities should add an- other board.

III

And every day she trotted forth from village up to Ad.
Building and back again, and yet because the walls were bare,
The heartlessness of three slim boards! This made her feel quite sad.

IV

“Why should the world be thus?” she cried. “Why
Is the walk so thin
And I so fat? Our saddest thing is that it might have been,
And never was. In falling off, I always bark my shin.
To treat a poor fat Freshman so, I think a dreadful sin.”
V

Along came a “faculty” with consequential stride.
The pensive, strolling Freshman she with eagle eye espied.
They could not pass—alack—a day—the Freshman was too wide.
The other a professor, and quite too dignified.
She said unto the Freshman, “Why don’t you step aside?”
VI

Then lay the Freshman humbly down, and said
“O teacher sweet
I could not be up again, your mercy I entreat.
’Tis slippery, and I never could accomplish such a feat,
Pray walk on me.” The other did. ’Tis useless to repeat
That the Freshman thought the boards too few, but she would not be beat,
So she put in her petition on a Pop-the-question sheet.
M. E. C., 1919.

MIDYEAR MUSIC, 1916.
February 8.
Melody in F…………………Moszkowski
Capriccio……………………Lemaigre
Priest’s March from “Athalia”……Mendelssohn
February 9.
Prelude in G…………………Hollins
At Twilight……………………Stebbins
Gavotte in D…………………Bach
February 10.
Grave and Adagio from Second Sonata,…Mendelssohn
Offertore in E flat…………………Batiste
February 11.
Elegie…………………………….Nollet
The Lark’s Song………………….Tchaikowski
Toccata……………………………Dubois
February 12.
Berceuse…………………Guilmant
College Songs.
C. G. Hamilton, Organist.

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SUNDAY MORNING SERVICE.

The chapel services Sunday morning were conducted by Dr. Stlocum of Colorado University, his topic, "Give not that which is holy unto dogs, neither cast your pearls before swine." He emphasized the necessity of keeping our ideals high, of not lowering our moral standards for the sake of those who are around us. We must have firm ground for our feet and a great more of independence necessary for our realization of our highest ideals. We are here to find out what we can do, and what we can give to the world, in whatever station we occupy. We should study our possibilities, and strive for firm standards, that when we are called upon, we may act according to the best that is within us.

MUSICAL VESPERS.

Service Prelude.

Processional: "The Shadows of the Evening Hour," Crawford

Invocation.

Hymn 86b: "Praise, My Soul, the King of Heaven."

Service Anthem: "Hark, Hark, My Soul."

H. R. Shelley (with harp and organ accompaniment.)

Psalm: (Selection 17) Gloria Patri.

Scripture Reading: Read by Miss Pendleton.

Prayer.

Organ: "At Evening." Ralph Kinder

Harp: "Prelude." Hasselmann.


Choir: "The Lord My Pasture Shall Prepare."

E. Briste

(With harp, violoncello and organ accompaniment.)

Recessional: "Sing Alleluia Forth."

H. C. M.

The Wellesley College Choir was assisted by Miss Margarette (soprano, harp and Mr. Frank Porter, violoncello. Soloists: Miss Howes and Miss Jennings. Professor MacDougall, organist.

INTERCOLLEGIATE LITERARY COMPETITION.

The first Intercolliegate Competition of the Association of Northern College Magazines will take place about the month of March. Wellesley has been asked to enter the competition, and the editors of the Magazine, feeling that this is an opportunity for stimulating interest in writing at Wellesley and for matching our ability against the ability of other men's and women's colleges, have accepted the invitation. Wellesley's success will depend on the initiative and interest of the student body. The Magazine Board solicits contributions from the entire College. From the articles and poems handed in the Board will select those to be sent in.

The conditions of the contest are as follows: The contest is to be divided into four departments: verse, essays, stories and plays, and to the college paper winning in each of these groups a cup is to be awarded and held by it until the next Competition. The articles are to be submitted anonymously in typewritten form with the name of the author and the paper attached in a sealed envelope. Our College Magazine is asked to present one article in each department, these to be judged by three well-known writers.

The competition has been organized to stimulate interest in writing among the college students and to help maintain a literary standard through friendly rivalry.

The exact time limit for this event cannot yet be determined, but further details will be printed and meanwhile all students are urged to be thinking and working. Contributions are to be sent to K. C. Balleston, 311 Tower Court.

CHRISTIAN ASSOCIATION.

The village and campus members, together, enjoyed a talk on Santa Teresa, the Spanish saint, given by Miss Bushee on Wednesday evening, January 26, in Billings Hall. Miss Bushee pointed out several references to Spain, in Romans, and in other books of the Bible. Santa Teresa, who was born in the first part of the sixteenth century, was lively as a child. She loved stories of knights and their chivalry, and was fond of pleasure, yet she always felt that she was not making the best of her life. It was after a severe illness that she decided to change her attitude toward life, and to go into a convent. Soon the bad conditions and concealed wickedness of the convents influenced her to take up her life work—the building up and improving of convents all over the country.

The many remarkable qualities which she possessed made her equal to her great task. Her hard-headedness enabled her, as a businesswoman, to meet men of all sorts and degrees—and always successfully. She went about her dealings tactfully, for she understood human nature. Her happy disposition made her beloved; common sense combined with a lively humor to make her a favorite. Moreover, Spanish mysticism dominated her religion, taking the form often of mental visions.

Her personality, with her strong intellect, stands out vividly in her books, which tell of her life of prayer, interpret the Lord's Prayer, and explain her visions. Many of her poems, also, are beautiful. Among her letters we find messages such as "Let not your soul coop itself up in a corner." To one friend she wrote, "The Lord has given us the tongue of the learned. We must remember to use it, and speak a word in season to him that is weary."

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**ENGAGEMENTS.**

'14. Madeline H. Steele, formerly of 1914, to James A. Heacock of Grosvener, N. Y.

**BIRTHS.**

'05. On January 23, a son, John Varick, to Mrs. Alexander H. Gann (Harriet B. Wilcox).
'06. On November 6, 1915, at Andover, Mass., a son, David Martin, to Mrs. Horace M. Powell (Celia Pitkin).

'06. On December 6, 1915, in Portland, Ore., a daughter, Ann Eliza, to Mrs. Joseph E. Withrow (Beulah D. McCaulley).


**DEATHS.**

At Fall River, Mass., on January 20, Chira Fay Begg.

At Wilmington, Del., on January 18, Samuel W. McCaulley, father of Martha G. McCaulley, 1892, and of Elizabeth McCaulley, 1901.

**CHANGES OF ADDRESS.**

'85. Mrs. Franklin E. Bowles (Nara Coolidge), to 157 Race St., Denver, Colo.
'96. Mrs. Charles T. Van Winkle (Elva Young), to 38 Chardon St., Springfield, Mass.

'09. Mrs. Joseph E. Withrow (Beulah Buckley), to 530 Vista Ave., Portland, Ore.

**FACULTY NOTE.**

The present address of Miss Margaret E. Stratton, Dean of the College, 1895-99, is The Adair, Corner of Villa and Madison Sts., Pasadena, Calif., whence Miss Stratton and Mrs. Mainly send greetings to Wellesley friends.

**DEATH OF DR. GRACE E. COOLEY.**

Word has come to the College that Dr. Grace E. Cooley, instructor in botany, '89-'96, associate professor, '96-'04, died on Thursday, January 26, in the St. Michael's Hospital, Newark, New Jersey. Miss Cooley has been seriously ill for some weeks, and it became evident at least two weeks ago that the end was near. For some days preceding her death, she was but dimly conscious of her friends and their ministrations. The interment will be at Blue Hill, Me.

No one who knew Dr. Cooley at Wellesley will be surprised to hear that she has filled a large place during her ten years of service in the high school in Newark, N. J., and that through her death, the school suffers a much deplored loss.

**A WELLESLEY WOMAN OF DISTINCTION.**

Even concerning some of our most gifted and distinguished Alumnae, one finds a good deal of vagueness and uncertainty amongst those to whom merely the name is familiar, but also not infrequently amongst acquaintances and friends. "She's quite wonderful, isn't she? What is it, exactly, that she does?" inquires Miss Sophronia Breckinridge, Wellesley, '88. The University of Chicago, Ph.D., 1901, J.D., 1903, this fact is not so strange in that "exactly what she does" is almost more difficult to register accurately than what she does not, in ways of public service and "civic loyalties" of many kinds.

Possibly her interest in community problems began as far back as her Sunday classes for the factory girls in Charles River village, when a student at Wellesley. Certainly at no period in her life has she been without a vivid consciousness of human need and a rare keen perception of when and how to meet it. If I may be pardoned for a personal incident in a column fashioned for more strictly literary purposes, I should like to illustrate this power of quick, natural giving. It was in Chicago, when a friend who had not seen her for a long time was walking with her through the crowds on State Street. Absorbed in something which had happened since they last met, the friend talked on quite oblivious to time and place, until a slight irregularity in Miss Breckinridge's response made her turn to look at her. She was carrying on one arm a small baby, too not immaculate as to garments, but serene and smiling as a baby should be. Behind trudged the Italian mother, quite content. "When did you get that?" gasped the friend in amazement, as to the best of her knowledge no break in the conversation had occurred. "Oh, a few minutes ago. The mother had too many bundles—I just took it. Go on with what you were talking about." Miss Breckinridge's present official titles, Assistant Dean of Women and Assistant Professor of Social Economy at the University of Chicago, Director of the Social Service Investigation at the School of Civics and Philanthropy, Vice-president of the National Intercollegiate Equal Suffrage Association, Secretary of the Immigrants' Protective League and Treasurer of the National Woman's Peace Party, indicate only the main lines, educational, administrative and civic, which her activities have taken during the last ten years. As early as 1906 she made a stirring address before the Illinois Federation of Women's Clubs, which practically committed the federation to the Woman's Trade Union Movement. As a result, twenty thousand members of the clubs in the state added their signatures to the following statement:

1. A comprehensive investigation into the working conditions of girls, women and children.
2. State laws requiring factories to pass laws for the installing of protection from dangerous machinery, and
3. A "trade-school movement" for girls similar to the one in Massachusetts.

Later in 1906, when the Woman's Trade Union League became incorporated in the problem of the unprotected immigrants of Chicago, an investigation was made resulting in the formation of a new organization called the Immigrants' Protective League. Miss Breckinridge was made executive director, as well as secretary, until the directorship was taken over by Miss Grace Abbott of Hull House. This league, which has grown from a small group of interested people to the occupancy of an entire building, takes charge of the distribution of one-half of all the immigrants who come into the city.

In the same year, 1906, Miss Breckinridge was made director of the new department of social investigation in the Chicago School of Civics and Philanthropy, established and carried on by the Russell Sage Foundation of New York. It is in this connection that Miss Breckinridge's work has been done—not only in the attempt to "develop methods of teaching and study which shall send the charity worker into the field as well trained as the lawyer, the doctor, or the nurse," but in the way of research carried on with her colleague, Miss Edith Abbott, the second director of research work at the school. The first of these investigations was that of the Juvenile Court in relation to "Neglect" and "Delinquent Child and the Home," (1911); the second as to the administration of housing ordinances ("The Housing Problem in Chicago," published in the American Sociological Review, 1911); and the third, soon to be published by the University of Chicago Press, is a study of "Depen-

Dyance." The Juvenile Court inquiry was especially valuable, because it was undertaken at a time when no one else in the first ten years of this pioneer court's history at a time when in many other places the "Juvenile Court idea" was only just taking root.

Miss Breckinridge's interest in equal suffrage is well known, as she was vice-president of the National Association in 1911-12, and is now one of the vice-presidents of the National Intercollegiate Association. It is perhaps not as well known that she became a suffrage worker at a time when the movement was most practical to the cause by editing a "Handbook for Voters," written by Miss Alice Greenacre, also of the University of Chicago, setting forth the meaning of the vote for women. Beginning with the fundamental problems of citizenship and showing the steps by which naturalization can be obtained, it goes on to detail the powers of voters with reference to each branch of government, primarily intended for Illinois women just after they received partial franchise in 1912, "happens," says a prominent Chicago man, "to be quite as well suited to the needs of women in other states as it was in Illinois, when the law was passed, while others were considering what would best be done about the new situation, was a surprise to those who did not know its editor.

It is not only political activity, but some of Chicago's peculiar educational problems have concerned Miss Breckinridge deeply. When the school case of Miss Ella Flagg Young first arose, following her temporary forced retirement from her office of Superintendent of Schools, it may be remembered that "nine wise women of Chicago" called upon Mayor Harrison to demand executive action for the disruption of the school board. Later they took the action which resulted in the appointment of the foremost educators of the United States. Miss Breckinridge was one of the nine. That their request for action bore fruit is now a matter of history.

Other interests of Miss Breckinridge's are the Association of Collegiate Alumnae, of which she was general secretary for several years, and the Chicago City Club, of which she was president in 1912-'13. To the publications mentioned in connection with social investigations, should be added another earlier book, "Legal Tender, a Study of American Money, the State, and Modern Household," 1912, written in collaboration with Miss Marion Talbot, Dean of Women of the University of Chicago.

The record of this widely varied and generous service near the incompleat without mention of less commonly championed causes in which Miss Breckinridge has borne an active part. Often she has had to show that "lovely civic courage" of which William James speaks in his essay on Robert Gould Shaw, those of choice of loyalties the bronze relief of St. Gaudens commemorates. For a number of years now Miss Breckinridge has spent her winter "quarters" of absence from the University at Hull House, identifying herself with its life and the spirit of its work. A year ago this January, when six alleged rioters were arrested for disorderly street conduct, after leaving a meeting at Hull House, she went by train to the Chicago campus and appeared with theirs in the morning papers. Her testimony, freely offered in their behalf, helped to clear a difficult case. And when they were acquitted, she found ways to follow them up, and made of which she was part of the first in the spring. In the spring, she went as one of the Woman's Peace Party delegates to The Hague. There, as it happened, a large share of the business of framing the resolutions presented to the Congress fell to the American group. "No one," says one of the foremost delegates, "was more able or efficient in this..."
than Miss Breckinridge. Her fine legal training and her clear, incisive habit of thought made her an unexceptionable subject for the constructive side of one of the most unique and significant, though not widely supported, movements of our time.

Josephine H. Batchelder.

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