This page contains a mixture of text and images, including a page from the Wellesley College News. The text appears to be a mixture of articles, essays, and notices. The content includes discussions about academic events, sports, and student life. One section mentions a performance called "The Tragedy of Nan," and another section discusses the Bolshevism in the Laboratory. There are also notices about upcoming events and student activities. The page is rich in historical context, reflecting the social and cultural norms of the time.
“Why should habits that are so markedly beneficial be given up simply because the student is no longer required to continue them?”

“Does it not seem therefore that the relative values hang even in the scale?”

Frankly then, why not Monday chapel?

**II. THE FREE PRESS**

**SEPARATENESS**

One afternoon at the close of the three-day examination period, I saw the senior members of an institution graduated. It was accomplished out of doors. There was a good deal of walking about, talking, and shedding of academic dress. Altogether, a casual affair, an intermediary incident between having a job within the academic walls and without. Then it was another year, another institution. For several weeks and, more particularly, the seven last days of those weeks, I was conscious that the undergraduates of senior rank were being tediously metamorphosed into graduates. Had been many functions, increasingly ceremonious, lengthy. These were held to be sweetly solemn rather than tedious. A certain amount of prestige attaches, of course, to that—so ever done in the leisurely manner—being responsible for many a “Magnificat.”

The method exonerates the institution from all suspicion of commercial or vocational “ism,” and provides time for sentiment, for the student, graduation comes to be thought of as solemn a parting as death or birth. This is not to be wondered at considering the fact that, between college and world, a circle-wise line of demarcation exists. The circle has been inverted. In the ceremonial which we have been considering it is readily seen that the emphasis is on this separateness.

A chief instrument in the maintenance of this emphasis is the body of rules peculiar to the institution—a body consisting for the most part of what was adjudged correct by the previous generation of gentlemen, is perpetuated by the prevailing form of government. Any group which elects to live under laws over and above those required in civil life advertises its apartness. As far as emphasis is concerned, then, it makes no great difference the matter selected for regulation, so the rules be moral and multifarious. Practically, however, the question of matter is important. Stress of the academic standard solely—as being the surest way of regulating every part of the student’s life—is rarely found (save in such unique instances as the University of Chicago.) It is found that extra-academic conduct is the real field for minute supervision. Having established, therefore, a scheme of different order from the civil, its maximum punishment for infringement may be dismissed from the institution into the world. Once again it manifests its separateness—saying in effect, “We cannot cope with these.”

We will slough them off on society.

It is urged by some and assumed by many that these rulings are rooted and justified in the protection of the courses. So suppose, then, that to be the case and:

One of the interesting results of the highly-regulated system is the dissociation—in the psychoanalytic sense—which takes place. To use the stock illustration, that of flame-child-mother: The anxious mother who continually checks the child’s hand, as it approaches the flame, unwittingly constitutes herself the object to which the child increasingly reacts. Mother, not flame, is the object to be reckoned with. Just such dissociation is, as I have said, the interesting result of the highly-regulated system of the college. If flame there be—sufficient to warrant such a display of the protective impulse—it is by no means flame to which the student reacts. With Mignon she dances, blindfold, among the eggs—her concern lest she break the yolk.

The rhetorical utterance in defense or condemnation of this—or—that is inadmissible. The idea of the Free Press should be to investigate, to interpret, to present. The question of separateness, with its follows, is to quote Mr. Balken, “a fact to be recorded, not an appearance to be explained away.”

E. V. T.

**BOLSHEVISM IN THE LABORATORY**

(Continued from page 1, col. 2)

ed and all the intelligence we had at hand. In neither of the articles, despite our most careful attention did we find any mention of a possible divergence in the individual instructor’s preference and ability (1) to lecture and (2) to discussion. It is pointed out that the matter was entirely one of system. The systems should be weighed and calculated in the abstract and the more preferable scheme adopted. The responsible educationally.

How a professor noted for ability to arouse stimulating discussion should be metamorphosed into as excellent a lecturer, and vice versa,

was not even considered as important by either of the disputants. Nor did the wide difference enter into the discussion; nor yet the possibility of advantageously combining the two methods by the same instructor in the same course.

Confession is good for the soul, but even so, we were not so sure what upon first observing the above omissions we were startled, nay, even more, we eyed the entire dispute with some degree of levity. But then we paused and considered, why have we, and all humor to the winds, we became logical. We saw that these two articles represented diametrically opposed views. Reaching that conclusion depleted somewhat our mental capital but we still had the evidence to observe that despite their differences, both articles had one theory in common. To wit: in pedagogy the pedagogue is not a person but part of a system. “Aha” exclaim, “we have now a major and a minor premise, all that we need is a conclusion.” The brain strain by this time was beginning to tell, but vauntily rallying our forces, we reached the conclusion, hastily.

Since we have two bitter opponents agreeing on a theory, that theory must represent in itself the generally accepted fact and be true. Since, then, the method is simply by this theory a piece of mechanism, why have an instructor? Here we gazed at the force of our own logic, remembered we were Bolshevists and were pledged in a way to turn out new ideas completely.

The substance of the following: we suggested as a result of above strenuous efforts of analysis that instructors be replaced by graphaphonic records. (1) either of lectures or (2) of oral quiz-questions dealing with “the interesting elements” according to the student’s preferred scheme. All difficulties and limitations would thus be obviated. Classes even could be abolished, as the individual student could prepare the records and use them at will in her own room. Think of the resulting simplification in college life! Really, we con-plan immense.

A. H.

**HEResy**

If there should be no rules! Would we go straight to the dogs?

That is a toohshul little speculation to play with. We are saving for this, but let us proceed in a philosophic manner, pledging ourselves to follow logically to no matter what conclusion the argument leads us. (A parenthetical remark: we never did think this method was practical. It doesn’t pretend to be.)

No rules. . . why have we rules anyway? They are generally acknowledged to be for the sake of expediency. They don’t want to get into it, they aim to keep us out of harm’s way; or they aim to keep Wellesley out of the way of harm we might do her. They uniformly subordinate the individual to the institution. According to a page reprinted from ‘The Independent’ (framed and hung in the C. A. office) the seventh commandment of ten write (Continued on page 3, col. 1)
HERESY
(Continued from page 2, col. 4)

Ten for students, by Dr. John M. Thomas, President of Middlebury College, reads:

"Thou shalt love thy friends more than thyself, thy college more than thy friends, etc." which clearly demonstrates the type of loyalty necessary to the most successful cohesion of the units of a college. And not only the most successful, from the viewpoint of efficiency, but also the easiest.

Because, for individual thought and choice, and individual handling of problems is substituted the less risky decision handed down by the group mind, incorporated in concrete forms in the grey book. It would be an institution of unprecedented strength that could stand, within its own responsibility, the experimenting of the individual seeking personal happiness.

Supposing no rules. First of all most of us only reach the climactic moment when we attain our majority and leap, in the eyes of the world, from immaturity to maturity, while we are at college. Hence we are not a uniformly responsible social group, even on the broadest lines. It is thought that there would be an immediate and alarming drop in the number of parental-Wellesley-sent girls. At present the way most girls are brought up their parents consider it imperative that there should be someone actually present to tell them to go home at nine forty-five; not to annoy the serious young intellectuals is in Harvard yard; and various other guides to conduct.

Also the college has a reputation. It is a difficult thing to get and desperately slippery. Strong cords will not tie it. Persuasion will not hold it. It has to beacerated and guarded. It takes a great many serious gaulers.

Rules cannot be made on the basis of individuals because there would be more exceptions than applicable cases. Picture college run for the individual development of every girl, mentally, morally, spiritually! Unless each one were left to the responsibility of herself it would take legions of people and an appalling amount of time to do it. Hence the rules, which, tacking stock of the lowest levels of responsibility, cover these exactly, and so forestall all mischances.

If there should be no rules! Would we go straight to the dogs? Perhaps we would not, but the college would. No, the time is not ripe for Utopia.

R. M.

ANDREW J. LLOYD CO.

The Andrew J. Lloyd Company store at 75 Summer Street, Boston, is very conveniently located for Wellesley College students. At this store you will find all sorts of eyeglasses and spectacles, especially the student's shell spectacles, kodaks, films, developing and printing, student's fountain pens, pencils especially the kind with the ring to be worn with a cord or ribbon, Bird Glasses, in fact, everything in the optical line. Other stores at 315 Washington Street, 165 Tremont Street, 310 Boylston Street. Adv.

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ANALYZING SOUND WAVES

Professor Dayton Clarence Miller known throughout the scientific world for his researches in the science of musical sounds, is to lecture at Wellesley on the evening of Thursday, February 24th, at eight o'clock, in Billings Hall. For his studies he has invented a special instrument which he calls a phonodeik. When you talk or sing or play before it, there is projected upon the screen the wave form which tells, for instance, why a violin note has so haunting a quality and why e does not sound like a. By this machine he has studied the cause of differences in quality of all the principal orchestral instruments as well as of the human voice. Professor Miller is a most fascinating lecturer as all can testify who were so fortunate as to hear him in 1914 when he first visited Wellesley. In that year he gave a series of Lowell Institute lectures and night after night Rogers Hall was crowded with eager listeners. Let no one miss the opportunity to hear Professor Miller. The lecture will be illustrated with experiments and slides and especially with the phonodeik which will project the "living" sound wave directly upon the screen.

I. S. M.

ARE YOU INTERESTED IN PUBLIC HEALTH WORK AS A PROFESSION?

Dr. Benjamin White, Director of the State Antitoxin and Vaccine Laboratory at Forest Hills, Mass., will be at the college on Monday, February 28, at 4:30, in room 124, Founders' Halls, to speak concerning the opportunities for women in this work. All are cordially invited.

(From the Department of Physiology.)

"SPANISH LOVE" AT THE MAXINE ELLIOTT THEATRE

We'll past its 200th performance and with at least a year's run in sight, the Wagenhals and Kemper production of "Spanish Love," by Happy Hopwood and Roberts Rinehart at Maxine Elliott's theatre, New York, is now one of the acknowledged successes of the year. Incidentally, the New York run of the piece which has been produced in every European capital, now exceeds the record for consecutive performances made by the play in every city save its native Madrid where it was given more than 1000 nights.
**ALUMNAE DEPT.**

Alumnae and former students are urged to co-operate in making this department interesting, by sending all notices promptly to Alumnae Office, Wellesley (College) Mass.

**ENGAGED**

- '12 Bessie Odershaw to August Maxwell Burckhardt.
- '16 Madeleine Blake to Erie A. Bishop of Watertown, Mass.
- '17 Alice L. Prescott to Edwin A. Norton, Union 1915, of Manchester, N. H.

**MARRIED**

- '11 Mildred Frink to Dr. Louis Faulkner, January 29, at Chicago, Ill. ex '16 Arthea Harker to John E. Moore, February 3, at Trenton, N. J.
- '12 Carrie Bowbeer to Chapin Hall Hoskins, February 5, at Berwyn, Ill. at home, Berkeley and Crescent Avenues, Spring Rd., Elmhurst, Ill.
- '20 Phoebe Mayo to Dr. Waltman Walters, February 5, at Rochester, Minn. At home after the first of May, Knowton Apts., Rochester, Minn.

**BORN**

- '06 To Gertrude (Francis) Houghton, a daughter, November 27, at Sharon, Mass.
- '06 To Alice (Ams) Kavanagh, a third daughter, Alice Sherwin, February 1.
- '11 To Ethel (Smith) Voorhees, a second son, Albert Coert, January 28.
- '11 To Polly (Hewett) McArthur, a daughter, January 13, at Portland, Oregon.
- '12 To Mabel (Barr) Tucker, a son, Theodore Francis, January 29, at Norwood, Mass.
- '12 To Helen (Williams) Ebbert, a daughter, Katherine Weaver, November 6, at Brooklyn, N. Y.
- '15 To Beatrice (Helft) Meyer, a daughter and second child, Betty Mae, December 7, 1920.
- '16 To Alice (Phillips) Sells, a daughter, Sarah Wambaugh, January 21.
- '17 To Harriet (Fuller) Cladin, a daughter, Elizabeth Fuller, February 6, at Providence, R. I.
- '17 To Alice (Brady) Young, a son, Carleton, Clark, Jr., December 16, 1920.
- '18 To Gladys (Haven) North, a daughter, Theodora, February 8, at Summit, N. J.
- '18 To Charlotte (Penfield) Atwater, a daughter, Caroline Penfield, on February 6, 1921, in Baltimore, Md.

**DIED**

- '17 Mrs. Eugenia Aubrey McChesney, mother of Madeleine McChesney, February 1, at her home, in Montclair, N. J.
- '18 Lillian Frances Wilson, January 4, at Chicago, Ill.

**CHANGES OF ADDRESS**

- '11 Miriam (Cole) Hall, to Box 1025, Wilson Dam, Florence, Alabama.
- '11 Ethel (Hall) Calvert, to Eldridge, N. Y.
- '15 Ethel (Cadle) Keith to 51 Cambridge St., Manchester, Conn.
- '15 Jane R. Hall to 41 E. Main St., Port Jervis, N. Y.
- '19 Mamie (Bailey) Finck to 452 Polk Ave., Buffalo, N. Y.
- '19 Mary E. Long to Box 672, Coatesville, Pa.

**WANTED**

The Alumnae Office finds Legends of great value and lacks the following issues:


The Alumnae Association will thankfully receive any or all of these. Address Alumnae Office, Wellesley (College), Mass.

**COLLEGE NOTES**

Margaret Alcock, '20, is visiting Wellesley for a week. Headquarters—Tower Court. Preceding the Junior Prom, February 11th, dinner parties for juniors and their escorts were held in the various society houses. Wellesley is on the map! On February 18, the New York train, contrary to schedule, halted at Wellesley to relieve itself of several hundred convalescents back from the Great City after Mid-Years.

**GLEE CLUB CONCERT COMING**

**See If It Doesn’t**

On Monday next, ceteris paribus, there will be a Glee Club Concert in the Barn, at 7:30 P. M., to which men may be invited, followed by dancing at two campus houses.

Undoubtedly this will be a howling success—although the reporter who was sent to sound the conductor on the subject of the program overleapt and failed to acquire the usual bits of information. It has been noted that due to the quiet nature of the performance to come, the managers are trying to avoid any such loud clash of colors on the stage as would be produced by the juxtaposition of a cerise and a magenta costume. Those who come to these concerts to enjoy the music may expect to have their eyes as well as their ears enchanted by a perfect harmony.

The notable program will include musical as well as vocal numbers. It will be a very orderly concert, one number following closely upon the heels of the previous one.

—

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Athletic Club Building, 111 S. E. 4th St.

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**SAN FRANCISCO**

Whitney Building, 133 Geary St.
A BATTLE WITH THE PARLIAMENT OF FOOLS

Bolshevik Anarchists P. of F. On its Own Grounds

I.
The bloody-fisted Bolshevist has left his trail of gore, On this noble paper's pure, unsullied page, In sweeping editorials, old idols have been smashed, In merciless and frenzied bursts of rage.

II.
'Tis true that Bolshevists tear down, but we will also show, There's method in the madness of the Red, A constructive criticism of the feeble P. of F., Will prove to you what we mean what we have said.

III.
WE WON'T have model midyears, with their assassinine burlesque, On the questions perpetrated in Hygiene, We know this is an outlet for your feeling of revenge, But the jokes you write are not exactly keen. Such as this: "E. Hygiene 1. Why is a calorie? 2. Are galoshes hygienic? 3. Without the heart and lungs we could not live. Comment upon this statement." (Wellesley News, October 6, 1920.)

IV.
And WE WON'T print homesick letters of a freshman to her ma, With "Take Me Home" its wild impossibly strain, When you've been through the agony, you fail to see the fun, In semi-tragic jokes that are inane.

Like this:
"Dear Mother:
I have decided that woman's place is in the home. I am misunderstood at Wellesley. My roommate chews gum, and I have to go to classes every day... etc. Wellesley News, Sept. 28
Once more a type of letter that WE WON'T allow in print, A junior's ravings home about the Prom.
If we hear once more, "divinely danced," the Red will rise in ire, And still these signs of rapture with a bomb. Beware of this:
"Mother darling: Oh, the Prom! the Prom! It was divine, and Johnny dances like a dream. Don't expect me to come down to earth and resume my usual prosaic style in composition for... etc."

(Extract from rejected P. of F. just handed in.)

VI.
WE WON'T allow more parodies on the Senate's Masterpiece, Oh, leave untouched those precious Gray Book Rules, Don't try to paint the lily, or to gild refined gold, 'Tis itself the perfect Parliament of Fools. Avoid substitutes like this: "Chaperon Rules, Student must be with a chaperon when entering a drug store, to avoid flirtation with the soda fountain clerk."

(Even the usual Board of Editors rejected this!)

VII.
WE WON'T allow sad dirges on the different kinds of blues, For of "Room-mate Blues" and "Monday Blues" we are weary, The P. of F's ambition should be to cause a smile, And not leave its readers wet and teary.

(Continued on page 6, col. 1.)

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THE WELLESLEY COLLEGE NEWS

VIII.
That canine Adonais WE WON'T allow at large,  
Too long he's occupied a half a page,  
We hate cruelty to animals but we hate manslaughter worse,  
If he appears once more we'll kill in rage.

Shades of Adonais  
Send him rhymes and jokes and prose,  
For, as everybody knows,  
If so many hundred sharks  
With good composition marks  
Cannot fill the columns up,  
How can one poor little pup!  
Gr-r-r-r.

Adonais.  

(Wellesley News, Dec. 8, 1920.)

IX.  
We've torn down to our heart's content, and NOW we will build up  
And show how to arouse hilarity—  
Good gracious! All our space is filled,  
and we can write no more,  
A gem is lost to all posterity!

TIMELY "CRABBING"  

(Continued from page 1, col. 3)
concert should begin and then walk  
with her companion the intervening block between the hotel and Symphony Hall. The permission was refused. Why? "We want to know." To us it seems a rigid and unintelligent enforcing of the law.

A JUNIOR PROMENADE  
ONCE MORE  

Seen Through Mary Hemenway's Eyes  

Mary Hemenway was almost horrified on February 11th, when they strung up her ceiling with thirteen hundred balloons that covered up all her physical efficiency apparatus, banked her walls with green boughs, introduced the ever-recurring potted palms and gaily bordered her platform with yellow jonquils. After allowing all this aesthetic paraphernalia to be brought, the authorities even went so far as to allow the class of 1922 to appear in evening clothes—and, wonders upon wonders, to bring with them male members of the same race! By a most peculiar coincidence Reisman's orchestra happened to be there, and obliged the dancers with fourteen and one half numbers.

A crisis is bound to bring forth leaders. Caroline Ewe rose to the occasion when she saw that the gathering was growing into quite an affair, and, by the kind help accorded her by Miss Tufts, Miss Waite, Miss Vivian, Mr. and Mrs. Wellman, and Dorothy Tower, class president, every couple was met at the door and warmly shaken by the hand.

If you once set your mind to do a thing it gets done, we've heard them say in chapel. Well, that's what happened in this case, because before the dancers knew what was up, 1922 had a lot of her little freshmen friends neatly camouflaged to serve the supper prepared by some handy caterers. The balloons were so excited they kept bursting in their eagerness. Before the end of the evening many a weary couple conceived the bright idea of fastening themselves to a balloon, showing an excellent principle in physics put to practical use, for it made them very light on their feet. You'd expect these people to think of something like that, though, if Mary Hemenway's remark that "they certainly were a fine looking crowd" bears any weight; most of them have been brought up either here or at the brother colleges of Harvard, Tech., Yale, Williams, Brown.

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