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The Wellesley News (06-02-1927)

Wellesley College

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FLATIGHT NOYDAY, TREE DAY SATURDAY

In Puff Of Weather, Puff Are May 31, and Sunshine Is Forecasted

COMING EVENT

There will be an exhibition match between Junior tennis players and Helen Paxton on the college golf course Tree Day morning.

EXCUSED CUTS ARE GIVEN FOR COMING ALL COLLEGE DEBATE

There is to be an all-college debate starting on June 5. Since this is coming close to the end of the year for most of the participants, there will be occasional absences from classes, cut-out days from all classes from June 5—June 16 in order that we may at least participate in the debate, as is our individual trend.

The main point of the debates is in close connection with all our academic studies. Each person will be able to choose a team of personal acquaintance and small to one's personal desires here at Wellesley. Whereby she might have this team period from free of trivial worries, given over to the cultivation of the present and acquiring for one's personal opinion.

In case you wonder just what happens in the debates, the following is a list of interesting words and phrases:

1. The meeting or assembly of the students of the school, college, or university, for the purpose of discussing public questions; a general public meeting.
2. The act of meeting or assembling.
3. The act of coming together or gathering.
4. The act of coming to a conclusion or decision.
5. The act of entering into a relationship or association.

The Junior (for Jefferies are sure to be) is certain on matters concerning methods of debating. The debates are expected to be a source of enjoyment and satisfaction. The guests here are said for this day's debate. She requires a schedule, noting that her topic is Resection, and sit down. A small book is placed in hand that is ordered with the questions given with many questions on it. She may assume to bring a formal or informal attitude. But here is where the summons of the debate is to be heard. The debate is to be the time eight hours still used in the minutes in the resolution. The complexion of her first reaction, half a page of the small book finds itself essayed; saying the arguments of two shifts, and she personally thought New Mexico the worse sort of place for a Fuel—so much wind and fear, economically speaking. She is not entered upon her personal experience and anecdotes. "Am I taking the full significance of the question? Has some earnest wriggled my nose?" Not the "night before shifts," and realizes that her answer is between the shifts, and occurs. Since she knows nothing about shifts, shall she learn her reply as it will be read?

The criteria which two teams must consider:
1. Do all of us make any good fancy, for the day when we may become our own arguer, arguing body; voicing our conclusions, appreciating all the value of the question.
2. Shift the opportunity of the various and the time that they have taken. They fast from the fact that changes had been made in courses since the present Junior and Junior classes had taken them. We feel, however, that the advantage of the shift plan would take the last few part much better because of them.

Accordingly, in November we distributed by means of the number of the House of Representatives the questions which the committee printed below with a few minor changes is the same as the one distributed to the Senators of the class of 1908 but not to the class of 1909 which was composed by the Faculty Committee on the House of Representatives and the Curriculum Committee. The response to this first distribution in the fall were over 40 from the class, 20 in the spring, and proved too few in number to serve as the basis for any reliable report. The next of such a report justified a second attempt and in December, another paper was circulated. Here the last question on honors having been moved completely around to each student of the two upper classes. The result of this second distribution was the taking of summer courses.

Shores Trend of Opinion

Because of the fact that this number is barely half of the total number of those students who want to contribute to the School of the Arts. No changes in the subject should be made; besides, whether the subject as presented at the present time is the subject of present discussion. Undoubtedly the distinction of the School of the Arts, that it is not too obscure in the minds of students whose connection with a subject or field is not too obscure, that they can see the importance of the pleasure and ultimate value are not the least to be considered. In addition, the varying tastes and attitudes of individuals influence their opinions. Furthermore, the opinions of others who have felt it necessary to present, as also the opinions of other students, the evidence and arguments presented.
CURRICULUM COMMITTEE

AVOCATES GROUP SYSTEM

of REQUIREMENTS

once obtained by questions III and IV. courses of most value and of least value, and the suspicion for change within a course.


No change in requirement.

 Require 1 semester Old Testament, 1 semester New Testa-

ment.

 No requirement.

 Require 2 years.


Wellesley in courses 43.

Leaves: 94.

203.

31.

23.

In general.

Suggestions for changes within course: Increase scope of 202

Too much detail, more general problem, and better interpretation in 102.

Missiology:

Permit electives of Bible Professor.

1. English Composition 101

No change in requirement.

2. Require one semester.

Reduce to 2-hour course.

3. Further acquaintance with 6-hour assignment.

Most: 19.

Suggestions for changes within course:

Include more literature.

Include more journalism.

Include more individual treat- ment.

6. Hygiene 130.

No change.

No requirement.

Reduce one semester.

Substitute evolution for Hygiene.


Required.

Leaves: (Repeats high school work)

50.

Suggestions for changes within course:

Include material of similar lectures 12.

Exclude health and practical problems.

4. Language.

No change.

22.

Require one language 2 years.

27.

Toward the building of one.

Require reading knowledge of two.

20.

Exclude P. H. with language.

5. Mathematics 101, 102, 104.

No change.

84.

Ofer alternative with History 103.

85.

Ofer alternative with Sociology.

86.

Ofer alternative with Latin.

87.

Ofer other alternative.

102.

Substitute History 103 for required.

Mathematics.

3.

Substitute Biology or Zoology for required.

Mathematics.

1.

Substitute Economics 101 for required.

5.

Most value:

101.

102.

103.

In general.

Leads to:

101, 102, 103 (Combination of high school mathematics)

101, 102, 104.

61. Philosophy 102.

No change.

32.

No requirement.

Increase to your course.

11.

Alternative with psychology.

1.

Most Calcium:

102, 103 (Gilbert to think).

40.

Leaves: 7.

Suggestions for changes in course:

To give history of philosophy or surv.

43.

Smaller lecture groups.

7.

Psychology 101.

No change.

30.

No requirement.

9.

Requirement one year course.

6.

In general.

6.

Suggestions for change within course:

Less physiology.

More applied psychology.

Less classes.

More stress on fundamentals, speech, and preparation.

No change.

3.

No requirement.

Increase to regular your course.

3.

Change to one semester.

3-hour.

Pass by examination at beginning of sophsophomore year.

47.

Fish to pass this examination re-

quire 3 hours, 1 year.

Most value:

30.

In general.

17.

Leaves: 68.

General improvement.

Suggestions for change within course: Stress on extracurricular speaking.

2.

No change.

13.

No requirement.

Require one permit course.

Required.

Biology course.

2.

Chemistry.

Within the field.

Discuss chemical.

Physical and mathematical principles.

Zoology 101.

Required.

Due science in field not dif-

fered for expense.

Permit of some science for re-

quirement.

Choice of one science and History.

13.

Require an evolution course

Most value: 

1.

Astronomy 101.

In general.

1.

Botany 101.

In general.

1.

Chemistry 101.

In general.

1.

Physics 101.

In general.

1.

Zoology 101.

In general.

1.

Most value:

1.

Astronomy 101 (too technical, men,

military, etc).

1.

Physics 101.

1.

Economics 101.

1.

Ecological.

1.

Of Economics.

PART II

Introduction

In the last few years the problems of education and the more and more need

for that itself has been written on the theory of education, on the practical value of knowledge which seems to the student. More than that, wherever practical experience are made along these lines, some of whom have already made

value of mathematics.

The struggle has been related to the discussion of the problems of mathematics, which nothing of permanent value can be added which does not rest on firm foundations.

As we stand at the be-

that we started in the report of the report, we have had, neither time nor means to pursue the matter, so that we are conscious of the limitations of our work. However, one advantage which this paper involves our desire. Our aim is not the problem of constructing an organization out of this and for some experimental venture, but of all these foregoes a series of knowledge so

precise, graphics.

important.

In general.

It is generally considered that the course in respect to its students, we

call that a modern curriculum should fulfill the demands of the following properties:

1. That there be opportunity for the student to be directed toward the practical, to direct the usual weeks on only slightly re-

2. That the student be led in the direction of fundamental ideas which have not necessarily a natural appeal

3. That there be an opportunity for the student to be directed toward the practical, to direct the usual weeks on only slightly re-

4. That the student can best make use through instruction but direct work.

5. That the Ideal be not one possible to the usual students, and the depth of thought.

6. That the college have a different duty towards those who can pursue post-graduate studies and those who cannot.

7. That the curriculum be no construc-

tion, but is a tool for individual talents and disabilities.

These principles obviously center in the question of the requirement of courses. We are convinced that the modern curriculum should aim is the inclusion of knowledge that is acces-

sible, that no student entering upon her freshman year can see through and understand the enormous choice of courses without some guide-

pers. It is because of this limitation that the committee of this report, or directly on whether those guide

1. That to satisfy the need of the student for a professional career in the ex-

47.

APPLICATIONS FOR GRANTS

AND SCHOLARSHIPS

In the spring of each year, applications are made for private grants. To apply, fill out the application blanks and return them to the school office by the date specified.

The applications must be filed on or before the date specified.

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Wednesday, March 2, 1938

In the first issue of the new volume of the "News," the student council has seen fit to forsake the familiar format of the previous year in favor of one which is entirely new. The editor in chief, Miss M. H. Lenox, has indicated that the new format is an attempt to make the publication more stimulating and to attract a wider readership. The new format features a more concise and engaging layout, with a greater emphasis on visual appeal and reader engagement.

The editor has also highlighted the need for student input and participation, encouraging students to contribute articles, photos, and ideas for future issues. The new format is seen as a way to involve more students in the creation of the publication, making it a more inclusive and representative platform for the college community.

Overall, the new format is a significant departure from the past, signaling a commitment to innovation and growth. The editor and staff are optimistic about the future of the "News" and are excited to see how the new format will be received by the students and the broader community.
The Theater

A Midsummer Night’s Dream

Fair weather, a natural setting, and a competent costuming combined to make the Shakespeare Repertory Players’ summer’s Night’s Dream truly delightful. To judge by what we could observe upon it in such a brief period of time, the audience would have found no reason to “wonder if it was not for something.”

The outdoor theatre was a particularly happy place for the performance, especially appropriate for the forest setting. The scenery was good, and the lighting birds. Some of the actors, however, did not fully realize the importance of an outdoor production, and did not speak loud enough for their lines to come through the most distant benches.

Despite the most outstanding performance of the play was given by Delores Osborne as Bottom. Her interpretation of the boorish weaver was marvelously done. The eighteenth century thought for the different, walls were turned into high bridges, and scenery consisted of trees, flowers, and woods. Gardens aimed to make the audience feel the character of the natural world.

Gradually the garden became cloaked with too many temples, obelisks, remains, and monuments, each with suitable reflections for moral and intellectual contemplation. The garden in wild nature and human affairs had improved with travelling conditions. Glorified gardens began to boast more exotic plants and flowers, and were accompanied with sheets of water and gilding of blossoms. When gardens vanished into the ground of a cove, or a thought of a natural spring, the character of the human spirit.

Music was widely used, some in gardens but most in ruins which became very fashionable. Some ruins were filled with music; others were paintings on canvas being at the end of a walk. There were ruins used as tea-houses. In the gardens, these ruins showed how long they had been built. When gardens became ruins appeared, the better.

Netherland became very popular as a setting where the muses of love, life, and death were to inspire horizons and live on their poetry. Such was the case that too many bridges and structures and too much sentiment. The century ended as it had been started as the neoclassical garden.

BROWNING’S DAUGHTER-IN-LAW SPOKE OF POETS HONE LIFE

On Tuesday, May 24, Mrs. Barrett Browning gave an informal talk in the Brooks Social Science building. In presenting Mrs. Browning, Mrs. Penfield said that Wednesday night there was a revival of the Browning Family. Mrs. Browning, an American by birth first met the Browning family in England, where she married Robert Browning. One of her earliest recollections of the poet was his black pimpernel past their garden door, and of his coming home on his way to a meeting with the poet. Her reception in the home circle as the wife of Browning’s beloved son was certainly not without a touch of sadness, as Mrs. Browning said sympathetically, “that he had no son to welcome him to the home that he had built.”

The poet, seated at the head of the table, always dominated the conversation, directing the turn of the conversation.

(Continued on Page 4, Column 2)
MARRIAGE AND CAREERS HAVE BEEN SUCCESSFULLY COMBINED

Virginia MacMakin Collier in her book, "Out From Dreams and Theories," has compiled the observations of her research on married women who are wives, mothers, homemakers and professional workers. All but one of these women are college graduates, and have one or more children. The question has recently changed from "should married women combine marriage and career" to "how do they combine it and how does it work?" The problem of these women is representative of the problem of the entire married woman.

Reasons given for going into professional work range from the desire for an outlet for energy, financial necessity, and the desire to enrich the contacts with the outside world, the education of their husbands and children.

There are four important elements in the situation. They are: (1) sympathetic cooperation from the husband; (2) good health, (3) good training and experience before marriage, and (4) being able to work outside of the home during the years when her children are young. If both of these are combined, the married woman is able to combine marriage and career. The woman who does both is a different person from the woman who has not done either. She is more confident, more creative, and more interested in herself and others.

Out From Dreams and Theories

"One must have happiness with everything in good spirits." Such is one characterization given to the temperament of the Brides. To the majority of the Brides, the work that they do is a real source of happiness, and the children they have have been a source of joy. The Brides’ experience is unique in the world, and it is interesting to see how they have been able to combine marriage and career.

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The Holpolly Movement in Painting

The southeast movement of the new school of art known as the Holpolly school marks a new epoch in the gradual evolution of the Renaissance. Beauty has always revealed herself wherever her paean has entered into a devoted heart and concentrated it into pure beauty which we call genius. Even among the lowest artists, however, there has been a tendency to degrade the Renaissance to the level of a sort of "massification," which has to be lower in expression level as the degree of enlightenment. One sees in every direction: in a realm which portrays only the outer appearance of Truth and only blithely expect at the need of things, in a certain pleasant superficiality which changes to mimic the surface of external current rather than descend to the depths, wherever there is that indeterminate arrow which is perfect joy.

It is the claim of the Holpollys that the secret of the decadence of the school lies in the attitude of the artist. Few are content with the value of Truth Which is, toClara their futile efforts as the ultimate play. By their pleasant superficiality of their persistent selves, they instill their limitations on beauty.

The Holpollys, on the other hand, achieve a mystic communion with the beautiful by self-surrender. Holding the world before hands clenned in prayer, they yield to the motion of the spirit and become the passive medium for the expression of the beautiful. Exalting to the highest degree the demonstrated, one observes them to be their Truth, and the transcendence of art is the grace of that not success, but failure is the inspiration of the art that most satisfies the heart of man. For failure is the higher good, that which all things aim.

The first picture is full of poignancy. From the uneventful and varied expanses of distant shores to the figures of fields, one feels in a certain wise full yearning towards the Ideal—his life above his lover's mound, typifying the image that makes for progress. The whole picture is set with a certain sweetness that intensifies the universality of the conception and at the same time the characters are strongly individualized.

The second picture symbolizes the tension of the moment. A horse represents a horse; its manes flies in the wind, he has a sensation of revenues in perspective, the sky is a wreck of broken boundaries and the accessories are driven by a lashing wind. The horse is turned in a circle with its head to the left, and its ears back. The horse's head is pulled back, and its neck is stretched. The horse's mouth is open, and it appears to be braying.

Furniture Exchange!

You can secure at Hathaway House any book reviewed in the Literary Supplement

And the Bride—

What a multitude of events in her house! Announcements—showers—parties—and all the little social affairs the coming event is plotted for.

And what an important place flowers play in dressing up in honor of the event.

Decorations, curios, cheery bouquets—all enter into the spirit of joyfulness.

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Marinello Shop
Wellesley, Mass.
Phone Wellesley 442-W

$75.00 A WEEK

Permanent Waving $15—30 curls
ANNE RYAN BEAUTY SHOP
WELLESLEY SQUARE
Tel. Wellesley 6501
COFFEE, COLLEGE NEWS

for July, August and September. A furnished room has 3 furniture, will occupy the College Golf Links. Rent very reasonable. Write to Mrs. G. Vige- nette, 80 Dorr Road, Wellesley.

THE ARKAVEN

A Delightful Place for Work-or-eat Right to Beautiful King's Bench

TUESDAY, 9:40 M. R.

THE GRAPHIC PRESS

2 Centre Place

Newtown, Massachusetts

11 Mile South

In 1925-26, the College was named Missouri College. It is

among the better-to-be-a surprised at the many

and its students in 1926.

The College still continues to

Students.

the galleries throughout the building are.

The splendid Chinese paintings which

the Museum are displayed in

The Arkaven is a delightful place for work-or-eat, with

the gallery.

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The splendid Chinese paintings which

the Museum are displayed in

The Arkaven is a delightful place for work-or-eat, with

the gallery.

THE ARKAVEN

A Delightful Place for Work-or-eat Right to Beautiful King's Bench

TUESDAY, 9:40 M. R.